DOCUMENT RESUME

ED 431 927 CE 078 952

AUTHOR	James, Donna Walker, Ed.; Jurich, Sonia
TITLE	More Things That Do Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices. Volume II.
INSTITUTION	American Youth Policy Forum, Washington, DC.
SPONS AGENCY	Lilly Endowment, Inc., Indianapolis, IN.; Commonwealth Fund, New York, NY.; General Electric Foundation, Ossining, NY.
ISBN	ISBN-1-887031-64-2
PUB DATE	1999-00-00
NOTE	393p.; For volume I, see ED 409 462.
AVAILABLE FROM	American Youth Policy Forum, 1836 Jefferson Place, NW, Washington, DC 20036; Tel: 202-775-9731 ($10).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	Adolescents; *Career Development; *Disadvantaged Youth; *Education Work Relationship; Elementary Secondary Education; High Risk Students; Higher Education; Late Adolescents; Models; Preadolescents; Program Descriptions; Program Effectiveness; Program Implementation; Program Improvement; *Youth Programs

ABSTRACT

This book contains 46 summaries of positive findings from youth interventions based on 64 evaluations. Each of the summaries follows an outline that includes these components: an overview, population information, evidence of effectiveness, key components, contributing factors, study methodology, geographic areas, and contact information (plus a section of additional resources for some studies). The summaries are organized in three sections: education and career development, building strong communities, and of interest (recent studies dealing with a variety of topics about youth policies and practices). Among the best known approaches described are the following: Career Academies, School-to-Work, Tech Prep, Boys and Girls Clubs of America, 4-H, Teen Outreach Program, Youth as Resources, and programs recognized by PEPNet (the Promising and Effective Practices Network). The report also summarizes evaluations of community schools and after-school, juvenile justice, and English language development programs. The report provides a resource of empirical findings (beyond anecdotal evidence) for policy makers and program practitioners to use to create and implement strategies to improve services and supports for youth, particularly disadvantaged and at-risk young people. The document also contains a table summarizing program characteristics and a bibliography of the 64 evaluations. (KC)

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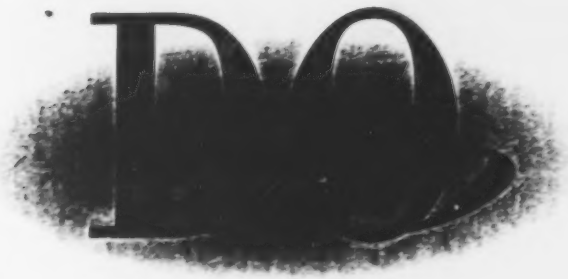

Make A Difference for Youth:

A Compendium of Evaluations of Youth Programs and Practices

Volume II

American Youth Policy Forum

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MORE THINGS THAT *DO* MAKE A DIFFERENCE FOR YOUTH:

A COMPENDIUM OF EVALUATIONS OF YOUTH PROGRAMS AND PRACTICES

Donna Walker James, editor, with Sonia Jurich

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ISBN 1-887031-64-2

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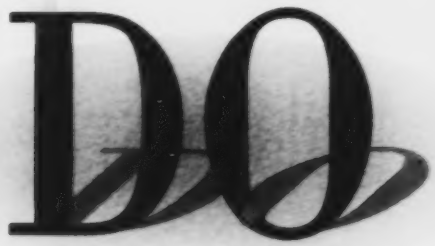
About the American Youth Policy Forum

The Forum is a nonpartisan professional development organization providing learning opportunities for policymakers and practitioners working on youth issues at the local, state and national levels. The Forum's goal is to provide participants with information, insights and networks on issues related to the development of healthy and successful young people, productive workers and participating citizens in a democratic society, including: schooling, transition to careers and career development, training and preparation for employment, postsecondary education, national and community service and related forms of youth development.

Since 1993, the Forum has conducted an average of 40 events each year for up to 2,000 participants, including lunchtime meetings and out-of-town field trips and foreign study missions with a thematic focus. Forum participants include Congressional staff, officials of various federal agencies, state and local government officials, policymakers from national non-profit and advocacy associations and members of the media who report on youth issues. The Forum also publishes, for the benefit of policymakers, practitioners and scholars, a wide variety of inexpensive and brief policy reports and background materials on youth issues. These may be consulted on our website: www.aypf.org

Funding from a consortium of foundations allows the Forum to offer a wide range of activities at no cost to federal employees and at a subsidy rate to non-profits. Current Forum funders include: Pew Charitable Trusts, Charles S. Mott Foundation, Ford Foundation, General Electric Fund and others. Funding for this special report was provided by **Lilly Endowment**, **The Commonwealth Fund** and **General Electric Fund**. The content of this volume represents the editor's understanding of the summarized evaluations, reviewed by the evaluation authors, and does not necessarily represent the views of the sponsoring foundations and their directors, officers or staff.

MORE Things That



Make A Difference for Youth:

A Compendium of Evaluations of Youth Programs and Practices

Volume II

American Youth Policy Forum

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Editor's Acknowledgements

The idea of compendia of evaluations of youth programs and practices was first conceived in 1996 by Dr. Samuel Halperin, former director, now Senior Fellow, of the American Youth Policy Forum. He persuaded funders, initially The Commonwealth Fund of New York, of the importance of abstracting a mass of complex, sometimes arcane, and often verbose research and evaluation reports into a form that policymakers and practitioners alike could readily access. Throughout the process of preparing these volumes, he has been a source of referrals to additional evaluations and a diligent editor of the entire manuscript.

Professor Elinor Waters, formerly of Oakland University, Michigan, and Susan Kim, a writer specializing in youth policy and publications for nonprofits, read piles of original documents and translated bulky evaluations into our tightly formatted, user-friendly summaries.

Sonia Jurich, a professor and author, played a major role in the writing and production of this volume, from searching for and screening evaluations; to writing, reviewing and revising summaries; to creating a system to keep track of progress on each summary; to creating the program matrix and co-authoring the Introduction and Research Note. Sonia also kept the project going while I took a three-month maternity leave.

JoAnn Jastrzab, Senior Research Associate at Abt Associates, provided a thoughtful external review from the viewpoint of an evaluator with over 25 years of experience in evaluation. Although I take responsibility for the content of the publication, she provided numerous comments, suggestions and corrections which are for the most part reflected in this volume.

Rafael Chargel, a talented computer graphics artist, formatted the entire document for publication.

Betsy Brand, AYPF Co-Director, provided editorial assistance and guidance over the past six months, and Glenda Partee, AYPF Co-Director, provided guidance and moral support over the year since the project began.

Special thanks to our funders: Lilly Endowment, The Commonwealth Fund, and General Electric Fund. Without you we could not have completed this undertaking.

— Donna Walker James, Senior Program Associate
American Youth Policy Forum
Project Coordinator and Editor

Research Notes

The Search for Evaluations

This Compendium offers a broad picture of effective programs addressing a variety of concerns related to youth, from increasing academic achievement to reducing criminal behavior. The search for evaluations of such programs proved a challenge. Evaluations are expensive and difficult to develop. They require hard work, extra staff time and training and, sometimes, a change in program culture. For practitioners, evaluation is also a daring venture that challenges both pride and convictions, and may sometimes end one's program or one's career. On the other hand, evaluation is essential for on-going program improvement and funding, and to promote increased knowledge of youth-related policy and practices.

In search of evaluations, we used different strategies that included: (1) search of established databases, such as the Educational Resources Information Center (ERIC), Sociological Abstracts and the National Criminal Justice Reference Service (NCJRS); (2) Internet searches; (3) phone calls, electronic-mail and faxes to program coordinators, policymakers, funding officers and researchers; (4) distribution of flyers requesting evaluation during forums, conferences and similar events; and (5) a request for evaluations posted on our home page (www.aypf.org). The search resulted in over 150 documents that we reviewed according to three criteria: program characteristics, data produced and quality of evaluation.

Program characteristics: programs and practices had to target youth and aim for long-term influence on participants. Following these criteria, strong evaluations of welfare-to-work programs were rejected because they lacked information on how the programs affected young recipients. Good evaluations of short-term programs were similary excluded. However, we hope to use these documents in another publication.

Data produced: The title of this compendium calls for successful programs, defined as programs that promote positive changes in participants' lives. Therefore, we left evaluations with negative or controversial findings to a future volume. Although we do not deny the importance of subjective factors in measuring quality of life, in this time of limited budgets for unlimited needs, we felt compelled to look for evaluations that relied on more than satisfaction surveys and self-esteem scales. We wanted to know whether the programs were improving youth academic achievements (test scores, dropout rates, postsecondary educational attainment), increasing employment and better earnings, and reducing risky behaviors.

Quality of evaluation: We started the compendium looking for third party, independent evaluations that relied on control or comparison groups. Such evaluations are not easy to find and we had to introduce three variations to this criterion. First, for well-established programs that had not been evaluated before, we accepted descriptive studies, such as *Safe Havens: B&GCA, Girls, Inc., and YMCAs*. Second, we included controversial evaluations that are rarely read but frequently misquoted, such as *High/Scope Perry Preschool: Ypsilanti, MI*. Third, we also included popular

We extend a special thanks to all those programs that have embarked on the difficult journey of evaluation and were willing to publish and share the data we present here.

studies that are often mentioned but are little known in their entirety, such as *Pro-Tech: Boston, MA*, so that readers have a better understanding of what the data represent.

Although this compendium does not intend to be a research manual, it presents a variety of types of evaluations, including descriptive studies (*Turner Technical Arts High School*; *Tech-Prep: National*), quasi-experimental studies (*Multisystemic Therapy*, *Boys & Girls Clubs of America*), longitudinal research (*High/Scope Perry Preschool*) and even an example of Action Research[1] (*National Guard ChalleNGe Program*).

We summarized each of the chosen studies and had our briefs reviewed for accuracy by the respective researchers and program staff. In addition, our external reviewer read each of the summaries, asked questions, made comments, and evaluated once more the overall quality of the documents. The book thus reflects the joint effort of all those individuals, although final decisions on both content and which summaries to include are the sole responsibility of the American Youth Policy Forum.

[1] *Action research is a new approach where researcher and providers interact throughout the research period exchanging information that aims to improve both the program and the research.*

The Compendium Format

The summaries follow the eight-section outline used in *Some Things DO Make a Difference for Youth:*

Overview provides a brief look at how the program started and its purpose. Where available, the funding source is identified.

Population offers demographic information on the population served.

Evidence of Effectiveness summarizes the impact of the program on the target population. Data on program costs, cost/benefit data and levels of statistical significance of findings are provided whenever available.

Key Components describes the basic elements or structure of the program.

Contributing Factors summarizes the factors that most strongly contributed to the program's positive results, either according to information directly supplied by the evaluators, or our understanding of the documents, confirmed by the evaluator or the program staff.

Study Methodology briefly describes the design of the evaluation. The term "control group" is used for randomly selected groups in experimental or quasi-experimental designs. "Comparison group" is used when researchers compare outcomes of the group receiving the intervention with those of existing groups, such as comparing data on a specific school program with district-wide students. For readers who are not familiar with research, it is important to remember that findings are most reliable when researchers compare the target group with another group that is similar in age, ethnicity, and other important characteristics. The size of the

sample is less important than the care placed in its selection, the methods used to make the two samples comparable ("adjusting" the sample), and the analysis of the data. Longitudinal studies are essential to evaluate long-term results of interventions, but they tend to be very expensive and difficult to conduct (for this reason, they may use small samples). When the group studied is compared to data collected for other purposes, such as national employment rates or district-wide grades, findings are less reliable. In these cases, many factors (or variables) may intervene and the researcher cannot be sure whether the groups are comparable. For instance, if a group of students has, on average, a lower socio-economic status than the district-wide average, evaluators expect, based on previous research, that this group will show lower grades and lower employment rates than the district-wide data. To compensate for the socio-economic and other possible differences, the two groups must be adjusted through statistical procedures that are difficult and require skilled researchers with mathematical background or support. We tried to indicate all the instances when samples were adjusted.

Geographic Areas identify the site or sites of the programs and/or the evaluations.

Contact Information is provided for both evaluators and program implementers.

Additional Resource appears at the end of a few summaries with information on recent publications that either did not flow naturally with the summary, but provided valuable information on the topic or were published too late to be included in the summary process.

The summaries were designed to be readable, accessible, brief and of a consistent format. However, in seven summaries the format had to be modified to better reflect the type of information provided. *Teen Pregnancy Programs* and *Santa Ana Unified School District: California* focus on factors that influence the outcomes of multiple programs, rather than providing outcome data. The other summaries provide information on general topics of interest for the youth development field, but not directly related to program outcomes. These topics include: the characteristics and challenges of involving employers in school reform *(School-to-Work: Employers);* the factors that influence health-related behavior (*Adolescent Health*) and career choices (*Counseling for High Skills*) among youth; the influence of the GED in employment and postsecondary education of high school dropouts (*The GED*); and predictors of employment for high school dropouts (*Predicting Employment*).

While the brevity of the summaries facilitates reading, it limits the information that can be provided. Readers are strongly encouraged to consult the original evaluations. The bibliography contains full citations and copies of unpublished documents may be obtained through the contacts listed in each summary.

The Sections

The summaries are organized in three sections. The first section, ***Education and Career Development***, provides the reader with an overview of a variety of approaches being used to improve public education: from small, privately-funded efforts to enhance the educational achievement of minority and low-income students to large, federally-supported initiatives. Three important movements in public education today are not represented in this volume, because we were unable to find strong evaluations or researchers were unwilling to share their findings with us: charter schools, school vouchers and special education.

The second section, ***Building Strong Communities,*** includes service-learning programs and programs primarily conducted outside of schools. The majority of these initiatives target youth who, due to social, cultural, economic or psychological characteristics, are at risk of failing in school and/or becoming involved with the judicial system.

The third section — ***Of Interest*** — includes a selection of recent studies dealing with a variety of topics of special interest for those involved with youth policies and practices, including health behavior among adolescents, factors that predict employment for school dropouts, and what is happening with youth who obtain a GED credential in place of a high school diploma. Although AYPF focuses on youth ages 14 to 29, we included evaluations of two early intervention programs, *High/Scope Perry Preschool* and *Head Start*, to address research claims that antisocial behaviors start in early ages and prevention and early intervention may be the most cost-effective way to deal with these behaviors.

Donna Walker James *is Senior Program Associate at the American Youth Policy Forum and project coordinator and editor of this and the earlier compendium, "Some Things DO Make a Difference for Youth" (AYPF: 1997). Ms. James has nearly fifteen years of experience in the youth field. She has been the administrator of the West Philadelphia Improvement Corps (WEPIC), a high school teacher and an evaluator of Phildelphia school reform efforts. At the U.S. Department of Labor, she helped develop the National School-to-Work Act of 1994. Ms. James has also served as a consultant on school-to-work issues for the Council of Chief State School Officers, the National School-To-Work Learning Center, Scholastic, Inc. and Alexandria City Public Schools. She has a Masters in Education.*

Sonia Jurich *earned her M.D. with a specialization in community psychiatry. She has held professorships at Catholic and Federal Universities in Rio de Janeiro, Brazil, served as director of the Psychiatric Outpatient Clinic at the Federal University Hospital, and of mental health clinics in the Washington, DC area. Dr. Jurich is the author or translator of over a dozen publications on youth development, youth with disabilities, mental illness and psychiatry. Changing careers, she is currently a doctoral candidate in Special Education at The George Washington University, working on her dissertation in juvenile justice.*

Introduction and Overview of Findings

Background

The American Youth Policy Forum (AYPF) is a non-profit, non-partisan professional development organization dedicated to informing policymakers and practitioners about "what works" to improve life prospects for youth. To help refute the unfounded assumption that nothing works in programming for youth, particularly low-income youth, AYPF published *Some Things DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices* (1997) and this volume, *MORE Things That DO Make a Difference for Youth* (1999). Each of the Compendia contains nearly 50 summaries of evaluations of youth interventions that are shown to improve the lives of young people. In an easy-to-read format, these summaries highlight research findings, describe the key components, and share what is known about the ingredients of success underlying each program.

In the following analysis of Volume II, we expand on the list of basic principles from Volume I, using examples from both Compendia. Determining basic principles of effective youth programs found in the Compendia was not a scientific process. The programs included depended almost entirely on the availability of quality evaluations. Also, we were limited to the strategies described by the evaluators as contributing to program success and may have missed additional strategies that were not the focus of the evaluators' work. This said, our analysis yields important information for youth programs and policies.

In taking these principles from theory into practice, readers are cautioned that the best programs are those that incorporate all or most of these principles, not just a few.

Basic Principles

Volume I

- implementation quality
- adult support, structure and expectations
- creative forms of learning
- youth as resources
- a combination of guidance and rich connections to the workplace
- support and follow-up

Volume II

- implementation quality
- caring, knowledgeable adults
- high standards and expectations
- parent/guardian participation
- importance of community
- holistic approach
- youth as resources/community service and service-learning
- work-based learning
- long-term services/support and follow-up

Implementation Quality

An important finding in both Compendia, though often overlooked when analyzing evaluation results, is the importance of quality implementation. It is obvious that programs work better when they are implemented well. Many evaluations, particularly of large, federal, multi-site programs, show superior outcomes in those sites where implementation went as intended. This was, for example, true of the *Summer Youth Employment and Training Program* (Volume I, pp. 51-56), *Tech-Prep: National* and *Learn and Serve America* (Volume II, pp. 50-53 and pp. 101-104). Factors contributing to successful implementation are: ample start-up time; clear communication of goals; sufficient, timely and sustained resources; strong leadership from the federal, state or local levels; staff development; and use of data to improve performance. When evaluations show negative results, it is not always due to flaws in elements of the model, but rather to flaws of implementation.

Caring, Knowledgeable Adults

From first entry into a school classroom, alternative school, job training program or a neighborhood club, caring, knowledgeable adults are critical to gaining a young person's trust and commitment. These adults can be teachers, counselors, mentors, case workers, community members, program directors or other trained individuals who understand and deeply care about youth, who provide young people with significant time and attention, work with a small number of youth, and can demonstrate that they are "in for the long haul."

"Merely hitching adults to kids, without adequate infrastructure, may create a sense of action, but is likely to accomplish little. It may even backfire. If a relationship engenders hurt or reinforces negative stereotypes, it is worse than no mentoring at all."

Marc Freedman
Big Brothers Big Sisters of America
Volume I, pp. 101-103

Evaluators reported that caring, supportive adults contributed to successful outcomes in 22 of 49 Volume I programs. Seventy-five percent of students surveyed by Jobs for the Future for their study of ten *School-to-Career* programs (Volume I, pp. 41-43) indicated that programs allowed them to develop special relationships with adults, generally a worksite mentor or supervisor. The school-within-a-school framework of the *Talent Development High School* model (Volume I, pp. 57-60) lets teachers get to know their students more easily and form stronger relationships with them. *Quantum Opportunities Program* (Volume I, pp. 123-125) administrators and staff, as well as teachers and mentors, took an active interest in the welfare of the students, encouraging them, visiting them, following up and doing everything necessary to keep them in the program.

Caring, supportive adults are specifically mentioned as important in 12 of the 46 Volume II evaluations. Additional Volume II evaluations mention the use of mentoring and tutoring and low teacher/student ratios. In *Career Academy: Junior ROTC* (Volume II, pp. 12-14), the students who participated in focus groups agreed that the major factor in their success was not necessarily the military structure, but the nurturing environment. The students who responded to the surveys emphasized their teachers' interest in them and the individual attention they received. The low staff turnover in *Beacons: New York City* (Volume II, pp. 112-114) allows youth to build stable and caring relationships with staff.

It is not enough for programs to have sympathetic adult staff and volunteers. These adults need to be knowledgeable as well. They should receive extensive training in working effectively and compassionately with young people and in providing age-appropriate activities that follow sound youth development principles. Twelve evaluations in Volume I and 18 in Volume II mentioned staff and volunteer development as critical. For example, *Big Brothers Big Sisters* (Volume I, pp. 101-103) ensures that all mentors are carefully screened and well-trained in the responsibilities of their role. The *4-H: Kansas City, MO* program (Volume II, pp. 109-111) hires public housing residents for key staff positions, offering training in personal and career guidance, conflict resolution, interpersonal relations and curriculum development for a minimum of 250 hours per year.

High Standards and Expectations

Caring for young people also means guiding behavior, challenging students and insisting on personal responsibility and accountability. Youth will rise to the expectations of adults they trust and will achieve more positive outcomes in program settings with these characteristics. Eight evaluations in Volume I and 16 evaluations in Volume II emphasized the importance of high expectations for both academic achievement and behavior. For example, *Gateway to Higher Education* (Volume I, pp. 22-25) prepares primarily low- to middle-income African American and Hispanic students for higher education and careers in science, medicine and technology through high expectations, a demanding curriculum and a strong support system.

Successful programs do not water down their standards to accommodate "at-risk" students. On the contrary, they maintain high standards and offer supports so that *all* students can attain those standards. Unfortunately, many schools tend to enroll low-income, particularly minority students, in less academically demanding courses under the assumption that they would fail otherwise and would be pushed into dropping out of school. The Compendia show many examples in which low-income, minority, and limited English-speaking students succeed academically at high levels when challenged. *Alliance for Achievement* (Volume II, pp. 3-5), for example, aims to increase the number of economically disadvantaged students pursuing postsecondary education and shows increases in minority enrollment in college preparatory courses, including advanced math courses and increases in math test scores.

The Compendia also show that high expectations and standards pay off in career development initiatives. The academic achievements and postsecondary attendance of young people in these initiatives are equal to or better than young people in traditional academic education. This finding is helpful in allaying fears that programs with a career focus will lead to lower achievement levels. The evaluation of *School-to-Work: New York* (Volume II, pp. 47-49) indicates that students enrolled in advanced science and math courses in greater numbers than students not involved in school-to-work and attended two- and four-year colleges at similar levels.

The concern expressed by some parents and others that school-to-work initiatives would negatively impact students' academic learning was not supported by the findings.

School-to-Work: New York
Volume II, pp 47-49

Parental/Guardian Participation

With the increased realization of the importance of caring adults in the lives of young people, many programs seem to be reaching the most important adults in children's lives, the parents or guardians. Parent and guardian participation was specifically mentioned as contributing to program success in 14 Volume II evaluations. According to these evaluations, programs appear to be going well beyond traditional goals of parental/guardian "involvement," (e.g., occasional parent meetings, calls home for missed classes) to attain "participation."

Volume II program evaluations cited such strategies as home visits, involvement in specific school activities, adult education classes, linkages to community services for family members, and on-going communication between program staff and families. For example, district-wide reforms in *Union City School District: New Jersey* (Volume II, pp. 63-65) included a "Parent University" offering math, science, English as a Second Language, parenting and computer classes. Additionally, evaluations report that parents or guardians often serve as decision-making partners, respected stakeholders and, sometimes, paid employees of youth programs.

Practitioners who assist youth with multi-cultural backgrounds should note that the English language development programs described in Volume II emphasize active parental/guardian participation and support as an essential component. In *Success for All/Exito para Todos*, parents/guardians have an open forum through "Family Support Teams" to discuss their child's progress with teachers (Volume II, pp. 90-92). In *¡Español Aumentativo!: Houston, TX* (Volume II, pp. 81-83), the efforts to involve parent/guardians in the program were so successful that their bilingual caseworker was invited to coordinate a district-wide campaign to increase participation of Spanish-speaking parents/guardians in schools without the program.

In Volume I, parents or guardians were not as frequently mentioned as important to program success. It is not clear if they were less involved in the programs or if evaluators did not focus on this aspect of the program. Volume II evaluators did not mention parents or guardians as having a role in career development or service-learning initiatives. Career development programs, in particular, should seek to increase parent/guardian roles to further acceptance and understanding of their goals.

Students who perceive significant people in their lives as caring, and see themselves as connected to others, are afforded a significant degree of protection from a variety of health risks. In the family context, feeling connected to parents was much more important than the amount of time spent with parents as a protective factor. In the school context, school personnel who were perceived by the students to be caring and fair had a greater impact than school policies governing student behavior or classroom size.

Adolescent Health
Volume II, pp. 145-146

Importance of Community

Youth programs have a long history of providing young people with caring adults and sheltered settings. In addition, there seems to be a new openness to embrace entire communities in efforts to serve young people.

Twenty-three programs cited in Volume I created an internal sense of community i.e., safe, family-like settings for young people. Several, such as *Talent Development High School* (Volume I, pp. 57-60), did this through a school-within-a-school model fostering greater connections between young people and caring, knowledgeable adults and a more comfortable and accessible school community. *Youth Service and Conservation Corps* (Volume I, 95-97) involve participants in "crews" led by a

young person and an adult which become family-like units throughout their stay in the corps. Nine Volume I evaluations cite some community involvement, with two—*YOU/Youth Fair Chance* and *New Futures* (Volume I, pp. 129-133 and pp. 120-122)—designed to transform entire communities.

Small, family-like settings are found in a few Volume II programs. *Safe Havens: Boys and Girls Clubs of America, Girls, Inc.* and *YMCAs*, as well as *Beacons: New York City* (Volume II, pp. 119-122 and pp. 112-114), provide youth with a family-like sense of safety and belonging. Fifteen Volume II evaluations cited broader community collaboration and adaptation to community needs as significant to program success. Several programs in Volume II involve community members in community needs assessments, program designs to meet these needs, program operation and staffing. For example, *Community Schools: New York City* (Volume II, pp. 15-17) use extensive community surveys to assess service needs. These schools stay open longer hours and week-ends to offer their students and *all* community members a variety of services. Some of the *New American Schools* (Volume II, pp. 31-35) models engage community members in decision making, one through a council composed of teachers, parents, administrators and business and community representatives. In the *4-H* program (Volume II, pp. 109-111), community members are hired as staff, serve on the Resident Management Councils and on the program's advisory board for operations and expansion.

Definitions of "community" vary. Continued research on the role of community members in youth programming could provide more exact information on this finding. For example, an *additional* 17 Volume II programs indicate in various ways that they involve "the community," meaning parents/guardians and/or employers, in planning, but do not specify involvement by other community members.

Holistic Approach

Deeply caring about and building relationships with young people seems to move programs well beyond a traditional focus on negative behaviors—early school leaving, early unwanted pregnancies, and drug and alcohol use—to a comprehensive and multi-dimensional focus on the individual. Treating individuals holistically may provide sufficient "protective factors" to overcome a variety of "risk factors," such as lack of attachment to a caring adult, health needs, and violence in communities. This holistic approach, often referred to as building youth "resiliency," may thus prevent one or more of the many behavioral indications of deeper problems manifested by young people.

Programs with a holistic approach deliberately shift focus away from negative behaviors as a means of reducing such behaviors. *Big Brothers Big Sisters* (Volume I, pp. 101-103) focuses on the mentoring relationship and not specifically on eliminating drug and alcohol use, but has been found to reduce drug and alcohol use among youth participants. *Teen Outreach Program* (Volume II, pp. 137-138) engages young people in community service activities and only 15 percent or less of their classes actually focus on pregnancy prevention, yet participants showed a 41 percent lower rate of teen pregnancy than the comparison group.

"Participation in [Big Brothers Big Sisters] reduced illegal drug activity and alcohol use, began to improve academic performance, behavior and attitudes, and improved peer and family relationships. Yet the [program] approach does not target those aspects of life, nor directly address them."

Joseph Tierney et. al.
Volume I, pp. 101-103

"One of the more striking features of the Teen Outreach Program is that it does not explicitly focus on the problem behaviors it seeks to prevent, but rather seeks to enhance participants' competence in decision-making, in interacting with peers and adults, and in recognizing and handling their own emotions."

Joseph Allen et al.
Volume II, pp. 137-138

The range of strategies used by programs seems to indicate a high sensitivity and level of adaptation to student needs and a deep commitment to meeting these needs in any way possible. Twenty-one Volume II youth initiatives used a broad set of strategies and services to meet head-on the varying needs of young people, such as:

- block scheduling
- extended hours (evenings, weekends)
- team teaching
- individualized attention
- hands-on instruction
- enrichment activities (drama clubs, museum visits, concerts, field trips)
- culturally-sensitive activities
- child care and transportation
- life skills and assertiveness training
- recognition/rewards
- a focus on peer support

At least 15 Volume I and 20 Volume II evaluations cited the provision of comprehensive services on-site or through cooperating agencies as important to program success. Comprehensive services include general medical, dental, eye care, nutrition, mental health services, interventions for serious behavioral problems, drug and alcohol rehabilitation, interfaces with the juvenile justice system, violence and pregnancy prevention, career exploration, physical fitness and recreation. While many youth programs have always made *referrals* to other services, more individualized attention and long-term programs, support and follow-up (discussed below), increase the likelihood that these services will be *used* and will make a difference.

Youth as Resources, Community Service and Service-learning

Many effective programs have moved away from focusing on eliminating youth deficits to supporting youth *assets*. Service-learning and community service programs in particular give youth opportunities to show themselves, their parents and their communities that they are able to contribute to society in positive ways. Youth not only receive services, but provide them. In this way, they change from participants into partners, from being cared for, into key resources for their communities. This change in approach helps build youth resiliency and protective factors in powerful ways.

Seeing youth as resources, particularly through community service and service-learning, was cited as important in five Volume I and 13 Volume II evaluations. Through *Youth River Watch: Austin, TX* (Volume II, pp. 66-68) students offer a valuable service to their community by monitoring river quality and mentoring younger students. In three-quarters of the *New York City Beacons* (Volume II, pp. 112-114), youth are involved in organizing and implementing events. Nearly 90 percent of the *Beacons* have a youth council, 86 percent involve youth as volunteers and 76 percent involve youth as

"... in many ways, the truly special aspect of [Youth as Resources] was that it created a new environment for the youth who participated—an environment which led some youth to re-shape their image of the world from one of hostility to one of need, to consider that they are worthy of attention and praise, and to discover an inner drive to serve as a positive force in the world."

Paula Schmidt-Lewis
Youth As Resources
Volume II, pp. 105-108

paid program and administrative staff. In *Youth As Resources* (Volume II, pp. 105-108), youth and adults serve jointly on grant-making boards of directors and have equal voting privileges. Youth provide leadership and make decisions as they provide grants to other young people to carry out community service projects.

In both Compendia, data on participant academic achievement, employment and earnings were quite positive for service-related programs. The *Youth Service and Conservation Corps* (Volume I, pp. 95-97) evaluation shows that participants, compared to a control group, were less likely to be arrested, more likely to earn a degree, more likely to work for pay and worked more hours. African American male corps members had higher earnings and African American female corps members had lower pregnancy rates (six percent vs. 21 percent) than the control group. The *Teen Outreach Program* (Volume II, pp. 137-138), in which young people volunteer in their community and participate in discussions connecting service-learning and academic instruction, shows lower rates of teen pregnancy, course failure and school suspension than the comparison group.

Work-Based Learning

One strong theme in each Compendium is the need to satisfy young people's yearning for "authenticity." The authenticity of instruction and of the program is enhanced in the eyes of young people if they feel that participation will actually lead to a career. Integrating academic and vocational education, career preparation and guidance, and work-based learning make instruction more real and validate that skills being learned can be used in real life.

Ten Volume I and 19 Volume II initiatives integrate academic and vocational instruction. Twenty-one Volume I and 19 Volume II evaluations described the initiatives' use of career guidance and preparation and/or work-based learning as contributing to successful results. *Career Academies* (Volume I, pp. 12-15, Volume II, pp. 9-11 and pp.12-14) integrate academic and vocational curricula through a career-centered theme, partner with employers and provide paid internships. The *Academy of Finance* and the *Academy of Travel and Tourism* models (Volume I, pp. 3-5 and pp. 6-8), feature two to four years of course work focused on the Academy's career theme. At *Turner Technical Arts High School: Florida* (Volume II, pp. 59-62) students must complete a sequence of core academic and technical courses to graduate. The school uses an integrated curriculum, blending academic subjects into a career major and awards a "two for one" diploma combining a traditional high school diploma with industry certification. *Project CRAFT* (Volume II, pp. 127-130) participants work on their home-building skills with local employers and charitable organizations and are awarded a pre-apprenticeship certificate validated by and valued by employers.

Employer involvement in designing curriculum and work-based learning activities ensures the skills learned and practiced are most likely to lead to employment. Such involvement also introduces employers to young people before hiring. At least 14 Volume I and 12 Volume II initiatives had employer involvement in their design and/or implementation, including all the career academy, school-to-work and Tech-Prep evaluations. The *Center for Employment and Training (CET)* in San Jose, CA (Volume I, pp. 73-76 and pp. 79-81) is known for its involvement of prospective employers in designing training and job placements. *Career Academy: Junior ROTC* (Volume II, pp. 12-14) has employer involvement in designing curriculum, providing equipment, serving as mentors to students, offering job opportunities and providing direct funding for the academy. *School-to-Work: Employers* (Volume II, pp. 39-42) focuses on four large studies of employer perspectives on their involvement in school-to-work initiatives.

Long-Term Services/ Support and Follow-Up

Another theme in both volumes is the effectiveness of long-term and follow-up services. Programs offering services over a long period of time, possibly many years, foster trust in youth because there is time to develop relationships with caring, knowledgeable adults *and* because the young people believe they will not be abandoned after a short time. Programs are also more effective if they have long-term follow-up with participants for six months to several years after participants are placed in jobs or go on to postsecondary education or training. Effective programs assist participants through their first "starter" job and on to more advanced jobs in a career ladder.

"Most Dreamers said it took between one and two years for confusion and skepticism to subside and the nature of the program to sink in."

Joseph Kahne and Kim Bailey

I Have a Dream
Volume II, pp. 21-23

Four Volume I and six Volume II evaluations specifically discuss the role of long-term services and/or follow-up in program success. In addition, 22 Volume I and 19 Volume II programs are school-based reform initiatives delivered over many years, usually as an integral part of a young person's school experience.

The *I Have a Dream* (Volume II, pp. 21-23) evaluation refers to the long-term personal relationships which form between students and the sponsor, coordinator and/or volunteers over many years as "building social trust" and emphasizes the importance of time in building this trust with inner-city youth. The *Quantum Opportunities Program (QOP)* and *Maryland's Tomorrow* (Volume I, pp. 151-153 and pp. 123-125) provide high school students *four* and *five* years of services, respectively. *STRIVE* (Volume I, pp. 88-90), serving unemployed 18-30 year olds in impoverished communities, provides *two* years of follow-up services and support after participants are placed on jobs. The *WAY Scholarship* program (Volume II, pp. 73-75), the final stage of a long-term sequential residential program, continues to support and monitor young people for *five* years, long after they have left the program.

Conclusion

The Workforce Investment Act of 1998 (WIA) reflects much of what has been learned about effective youth programming, including all the basic principles found in both Compendia. For youth programs, WIA requires:

- *long-term (12 months at least) adult mentoring*
- *the involvement of "parents, participants, and other members of the community with experience relating to programs for youth" in the design and implementation of youth programs*
- *"opportunities for eligible youth in activities related to leadership, development, decision-making, citizenship, and community service"*
- *"strong linkages between academic and vocational learning . . . paid and unpaid work experiences"*
- *long-term follow-up services (no less than 12 months)*

The basic principles described here are not unique. Many have been listed by other organizations as vital to the success of youth programs. The Workforce Investment Act of 1998 (WIA), developed in part with input from the first Compendium (cited in the U.S. Senate Committee Report leading to the Act), lists most of these basic principles as requirements for youth programs, such as sustained adult involvement, parent/guardian participation, youth as resources and long-term follow-up. Other federal initiatives require many of these basic principles, including the National School-to-Work Act of 1994, the National and Community Service Trust Act of 1993, and the Individuals with Disabilities Education Act of 1998.

On our study missions to *exemplary* youth program sites across the country, the American Youth Policy Forum has witnessed these basic principles in action and seen their powerful influences on young people. At these sites, adults play important roles, staff and volunteer development is a key component and young people are held to high expectations. Sites are responsive to the needs of young people, their parents/guardians and their communities and use support from employers, community and government agencies and volunteers to meet these needs. In addition, sites use integrated academic and vocational instruction, hands-on approaches, community service and work-based learning.

However, the importance of increasing the use in youth programming of a rich combination of these basic principles cannot be underestimated. Most are in many ways quite obvious, but had never, until recently, been intentional elements of program design, in part because the research proving their effectiveness had yet to be conducted or disseminated. For example, it was recognized only recently that caring, knowledgeable adults are so important to young people's success. While practitioners and policymakers seem to agree that high standards are important, in practice, expectations for most youth, particularly disadvantaged and minority youth, are still low. Parents, guardians and communities seem such natural collaborators in assisting their children, yet have often been left out of the process. Focusing on the positive contributions young people can make to society is probably still the least accepted of these principles, despite the growing popularity of community service and service-learning. Work-based learning has yet to gain full-scale acceptance, particularly with parents and communities. Long-term services, support and follow-up have generally been considered effective, but "too expensive" for those who seek results "on the cheap."

What is unique about these Compendia is their easy access to *proof* that these principles are effective in a *variety* of programs, from school reform to juvenile justice. This rare look at so many types of initiatives for youth provides an opportunity to collect and combine all the best practices for helping young people achieve healthy and productive adult lives. For example, involving parents and communities has been the specialty of voluntary youth serving organizations, but not of career

preparation programs. Working with employers has been the specialty of career preparation programs, but not necessarily of juvenile justice.

We expect that these two Compendia are only the beginning of a more deliberate use of these basic principles and of a richer interaction between those interested in improving the future for all American youth. The two volumes can be useful tools for policymakers, practitioners and funders who must decide how, among many possibilities, to invest scarce resources where they will have the most positive impacts. They can also be a source of ideas and practical lessons on effective principles and practices related to youth for policymakers, practitioners and funders. For researchers, these volumes contain models for studies that can be both rigorous and practical, providing much needed information to decision makers and implementers. We are sure that many layers of analysis can be applied to these Compendia and we look forward to serving as catalysts to a sustained dialogue on best practices for youth-related programs and policies.

Following are summaries of 46 youth program interventions based upon our analysis of 64 formal evaluations and studies. Researchers and others who are interested in comparing the essential components of the various youth programs, should turn to the matrix entitled "Summary of Program Characteristics," beginning on page 165.

Education and Career Development

Alliance For Achievement

A Summary of:

ALLIANCE FOR ACHIEVEMENT - FINAL REPORTS: Birmingham, Gainesville, Johns Island, Louisville, Stone County and Wilmington, 1997, MDC, Inc., Chapel Hill, NC

Overview

The Alliance for Achievement (Alliance) is a demonstration program of MDC, Inc., a non-profit organization dedicated to improving the lives of low-income workers and youth in North Carolina and other southern states through demonstration projects and research. Alliance aims to increase the rate of economically disadvantaged students pursuing postsecondary education. It focuses on building partnerships between secondary schools and community colleges to offer a "seamless path" from middle school to higher education. The partnerships are also expanded to local businesses and industries to offer students opportunities to explore career paths. Although funding for the model demonstration ended in 1996, the project has continued and in Wilmington, NC, became the school-to-work program for the region.

POPULATION

In Birmingham, AL, most participants were African American, and nearly 85 percent came from single-parent families. In Gainesville, FL, the middle school enrolled about 1,200 students, 24 percent minority. In Louisville, KY, Alliance served the poorest section of the city, with a high teen pregnancy rate. Two-thirds of the students were from Appalachian background, one-third were African American. The middle and high schools in Johns Island, SC, served about 500 students each, 75 percent African American. In Stone County, MS, over one-third of the school-aged children lived in families with sub-poverty income. The middle school had about 600 students of whom only 60 percent completed high school in four years. Eligibility for free and reduced price-lunch varied from 24 percent (FL) to 85 percent (AL).

Evidence of Effectiveness

MDC's evaluation of Alliance programs showed an increase in:

- minority enrollment in college preparatory courses (e.g. at New Hanover High School, in *Wilmington, NC*, 15 percent of African American seniors had completed calculus in 1995 compared with none in 1992)
- the number of economically disadvantaged students taking more advanced math courses (e.g. in Western Middle School, *Louisville, KY*, about one-fourth of the 8th graders studied algebra in 1992; in 1996, all 8th graders were studying algebra)

- math test scores (e.g. in 1995-96, the math test scores for Haut Gap Middle School, *Johns Island, SC*, were the highest of the 82 middle schools in the Charleston district)

In addition, participant schools in all sites have initiated significant school reforms, such as:

- improved and expanded math and science curricula (e.g. in *Birmingham, AL*, the middle school added pre-algebra, algebra, computer skills and biology classes to its curriculum)
- inclusion of career awareness and job exploration activities at the middle school level (e.g. in *Stone County, MS*, a career center was established at the middle school and all 8th graders take the ACT Explore Achievement Test and the Choices interest inventory)
- increased connections between secondary schools and community colleges (e.g. in *Johns Island, SC*, the Alliance team developed a summer enrichment program for middle school students taught jointly by middle school, high school and community college faculty)

Key Components

"School change begins with the ethical commitment that all children - regardless of race, ethnicity, gender, or economic background - can achieve educational goals beyond high school and construct a future of their own choosing."

MDC, Inc.

Alliance's objective is to eliminate tracking and provide strong academic courses for all students, giving them the opportunity to pursue postsecondary education. MDC provides the sites with technical support in all stages of the project, but the programs are school-specific. Key components of Alliance programs are:

- partnerships between at least one local middle school, one high school and the local community college
- partnerships with local businesses and community organizations for expansion of career-related activities (career days, speakers-bureau, job shadowing, internships, science projects, mentoring and others)
- school reforms (strengthen curricula, eliminate tracking system, develop college preparatory courses and studies related to the needs of local employers)

Contributing Factors

Clear Communication
Both general and specific goals of each program are clearly defined for all involved -- teachers, guidance counselors, administrators, employers and students.

Continuous Adaptation
Specific program goals may be altered or increased over time as schools and student populations change.

Community and Employer Involvement
Secondary school teachers and staff, community college staff, business leaders and parents work together as teams to develop programs and activities. Community support is essential for the success of the partnerships.

Inclusive Policy

Even though many programs are targeted to minority or at-risk students, most seem to reach every student in the school in some way. As a consequence, results sometimes surfaced in unexpected but related ways. For instance, when minority enrollment increased in Advanced Placement classes, so did the enrollment of white students.

Involvement from Local Businesses

Local businesses help fashion plans to stimulate career interest among students. Often business representatives travel to schools to offer seminars or hands-on training sessions. Many partnerships with local businesses that began as part of the Alliance programs blossomed into full-fledged school-to-work partnerships.

STUDY METHODOLOGY

Unpublished evaluations on Alliance programs covered six demonstration sites nationwide and included reports on community and school demographics, program goals and initiatives, and program outcomes.

EVALUATION FUNDING

DeWitt Wallace-Reader's Digest Fund, The Pew Charitable Trusts and the BellSouth Foundation.

GEOGRAPHIC AREAS

Jones Valley Middle School, Wenonah High School and Lawson State Community College (Birmingham, AL); Fort Clarke Middle School, Buchholz High School and Santa Fe Community College (Gainesville, FL); Haut Gap Middle School, St. John's High School and Trident Technical College (Johns Island, SC); Western Middle School, Western and Shawnee High Schools and Jefferson Community College (Louisville, KY); Stone Middle and High Schools and the Perkinston campus of the Mississippi Gulf Coast Community College (Stone County, MS); D.C. Virgo and Williston Middle Schools, New Hanover High School and Cape Fear Community College (Wilmington, NC). Gainesville is no longer part of the Alliance project.

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Advancement Via Individual Determination (AVID)

A Summary of: **AVID RESEARCH AND INFORMATION:**
Annual Report 1998-1999, internal document

Overview

Advancement Via Individual Determination (AVID) was established in 1980 by two English teachers at Clairemont High School in San Diego, CA, concerned with the large number of students unlikely to pursue postsecondary education. Research has shown that well-behaved, C-average students from low-income families tend to receive the least attention from teachers and school counselors, and enroll in less demanding courses that do not prepare them to enter four-year colleges. AVID provides these students with a college preparatory program that relies on teacher professional development, a rigorous course of study, and the use of college students as tutors and role models. AVID has received a number of awards, including the Golden Bell Award of 1995 from the California School Boards Foundation and the A+ for Breaking the Mold award. AVID is a model program for the U.S. Department of Education's GEAR UP Initiative and America Counts. The program is funded by a mix of foundation grants and state and local education contracts.

POPULATION

AVID has more than 30,000 students enrolled in 700 schools in eight states and 13 foreign countries. Demographic characteristics of participants vary by school and state. Some schools have a large population of Hispanics, others of African Americans. The program serves all students, regardless of their ethnicity or socioeconomic status, but it focuses on low-income students who are first in their families to have the opportunity to attend college.

Evidence of Effectiveness

The percentage of AVID students enrolling in four-year colleges is as follows:

- 93.8 percent for all AVID students (an enrollment rate 75 percent higher than the national average for this target group)
- 43 percent for Latino students who participate in the program for three or more years (the national average for Latinos is 29 percent)
- 55 percent for African American students (the national average for African Americans is 33 percent)

In addition:

- 89 percent of AVID students who enroll in four-year colleges remain two years later (a retention rate 60 percent higher than the national average)
- students from low socioeconomic strata who complete three or more years in AVID enroll in four-year colleges in equal or greater proportion to students from high socioeconomic levels

The California State Department of Education indicates that in AVID schools, from 1985-86 to 1991-92:

- the three-year dropout rate declined by 37 percent compared to a 14 percent decline in non-AVID schools
- the number of seniors completing a four-year college preparatory course of study increased by 95 percent compared to a 13 percent increase for non-AVID schools
- the percentage of graduates enrolling at California public universities increased by 35 percent compared to a one percent decline for non-AVID schools

Key Components

The following elements are required as a condition for use of the AVID™ trade name, trademark and logo:

- prior to the implementation of the program the teacher/coordinator, the site administrator, and a team of subject areas teachers must attend the AVID Summer Institute
- the school must identify resources for program costs, purchase program materials and commit to ongoing participation in AVID staff development and certification process
- student selection must focus on underachieving students in the middle who have the ability to succeed in a college preparatory curricular path
- participation must be voluntary
- the program must be implemented as an integral part of the school day
- tutors must be available and receive training to implement AVID methodologies
- AVID methodologies must provide the basis for instruction in the classroom
- program implementation and student progress must be monitored and results analyzed

Upon entering the AVID program, students:

- enroll in advanced level college preparatory classes that fulfill four-year college entrance requirements
- are tutored by college students and exemplary high school peers, who have been trained to use specific teaching methodologies and materials
- attend sessions with guest speakers from educational institutions and the business community
- participate in field trips to places of educational and cultural interest
- attend mini-lessons given by college instructors of freshman-level introductory courses

"Students' lofty aspirations, like teacher's high expectations, are essential ingredients for school success, but unless those cognitive processes are accompanied by social support systems, even the highest goals may go unrealized."

AVID Research and Information

- receive classes on notetaking, study skills, test taking, time management, effective textbook reading, library research skills, and preparation for SAT/ACT, college entrance and placement exams
- are helped with preparing college applications and financial aid forms

A staff development program integrates curriculum standards with specific student achievement goals. The program focuses on improving students' grades in college preparatory courses, improves motivation among students from under-represented groups, and restructures schools to provide an enriched education for all students. The development program is provided during the AVID Summer Institutes and monthly follow-up workshops.

Contributing Factors

Parental Participation
Ongoing home contact in the form of regular telephone calls, letters and meetings for parents and students, and the presence of a Parent's Advisory Board, are vital to the success of the program.

Redefinition of Roles and Responsibility
AVID expects parents, businesses and universities to share in the task of preparing and motivating students to continue their education beyond high school. Students assume the responsibility for learning, while receiving support and help from the community. AVID provides the forum in which students are nurtured and challenged.

Group Support
Working in groups, students are taken out of the isolation that characterizes the traditional high school program. They become a part of a new peer group that shares their goals. Learning groups help students realize the connection between power and learning, and once that connection is established, students become independent learners. "It is the ability to learn and to think independently that allows students to go on to make the most of their education, career, and lives" (*AVID Research and Information: Annual Report*).

STUDY METHODOLOGY

The report draws data from 521 AVID sites that include 292 high schools, 223 middle schools and five other sites for a total of 29,799 students.

EVALUATION FUNDING

School district, foundation grants, and state and local education contracts

GEOGRAPHIC AREAS

In the School Year 1997-98, AVID was implemented in CA, CO, GA, IL, KY, MD, NE, NJ, NC, SC, TN, TX, VA, and Department of Defense Dependents Schools overseas.

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Career Academies: California

A Summary of:

THE RELATIVE IMPACT OF A CAREER ACADEMY ON POST-SECONDARY WORK AND EDUCATION SKILLS IN URBAN, PUBLIC HIGH SCHOOLS

1997, The Human Investment Research and Education Center (HIRE), by Nan L. Maxwell, School of Business and Economics, California State University, Hayward, and Victor Rubin, Institute of Urban and Regional Development, University of California, Berkeley

Overview

Career Academies aim to prepare young adults for both postsecondary education and productive employment, regardless of their prior level of academic ability. Common features of career academies are: (1) a "school-within-a-school" program that generally starts at grade 9; (2) integrated academic and work-related subjects centered on a specific career theme; and (3) partnerships with local employers. More information on career academies can be found in *Some Things DO Make a Difference for Youth*, pp. 12-15.

POPULATION

Researchers analyzed data from a California school district with over 50,000 students. Of these, more than 90 percent were minorities, over one-quarter had limited English proficiency and nearly 40 percent received free lunches. The average student-teacher ratio in high schools was 28:1. The district average daily attendance was slightly over 80 percent. Compared to students in regular school programs, career academy students are mostly female (72 percent), live in impoverished areas, are less likely to have English as their native language and have low scores on tests taken prior to their entrance into the academy.

Evidence of Effectiveness

When compared to California high school graduates from general and vocational tracks, career academy graduates were:

- 8.7 percent more likely to graduate from high school
- 11.6 percent more likely to attend a postsecondary institution
- 17.9 percent more likely to attend a four-year college

The sample was further compared in 13 self-assessed measures of knowledge and skills, organized in three groups: *work focus* (meet work deadlines, communicate with others, be punctual and be self-motivated); *education focus* (think critically, improve in basic skills, develop good study habits, maintain positive attitude toward education/training, and prepare for current education/training) and *school-to-work focus* (become aware of what is required for success, gain confidence about your abilities, understand the link between school and work, and set future goals). Researchers found that:

- for individuals who ended their education at high school, there was no relation between the acquisition of the measured knowledge and skills and the type of high school program attended
- for those attending 2-year colleges, graduates from career academies and vocational tracks scored significantly higher than those in general education and academic tracks in measures related to education and school-to-work focus
- for those attending 4-year colleges, graduates from career academies scored significantly higher than general and vocational track graduates in all 13 measures, and as high or higher than graduates from the academic track in many measures

Results are not evenly distributed among all career academy students and programs. Outcomes are better for women, African Americans and native English speakers. Therefore, researchers suggest that career academies should not be offered as the only high school option within a school district.

Key Components

Career academies share the following characteristics:

- "school-within-a-school" programs throughout the high school years (grades 10-12)
- strong academic focus combined with work-related subjects centered on a specific career theme
- use of innovative instructional methods, often project-based learning
- team work by academic and vocational teachers to integrate the curriculum
- partnerships with local employers who represent the career theme and help to plan and implement the program, provide work experience and serve as mentors for the students
- paid internships, mostly during the summer after the junior year

The career theme can be an occupation, profession or industry in demand by the local labor market. Common themes are health occupations, business, finance, travel and tourism and electronics.

Contributing Factors

A Structured Environment

The fact that results from career academy students are similar to those of students who graduate from vocational and academic tracks (rather than a less-structured general track) suggest that providing structure may be a key element to enhance education in high school.

Integrated Curriculum

Career academies emphasize both rigorous academic subjects and work-based learning. Teachers use innovative techniques and employers are directly involved in all steps of the program. Students work in monitored paid jobs where they can practice what they are learning in school.

Harder to Serve Population

Compared to general and vocational track graduates, career academy students are more likely to graduate from high school and attend postsecondary institutions. This happens despite the fact that they are less likely to have English as their native language, more likely to live in impoverished areas and have low scores in standardized tests taken prior to their entrance in the academy.

STUDY METHODOLOGY

Researchers compared postsecondary information for students in regular secondary school programs (divided into general, academic and vocational tracks) and those in career academies in a large urban school district in California. Data was collected from student records and a survey sent to graduates who were sophomores during the years 1990-1993. A total of 1,223 surveys were analyzed by means of regression and correlation tests. To evaluate whether the findings could be generalized, the California sample was compared to a national sample taken from the National Education Longitudinal Study (NELS). The Californian sample was found to be more impoverished, with more minority and LEP students than the national sample.

EVALUATION FUNDING

Research partially funded by the W.E. Upjohn Institute for Employment Research.

GEOGRAPHIC AREAS

Career academies are located nationwide; the study focuses on an undentified school district in California.

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Additional Resource: *A detailed analysis of the career academies in the school district involved in this research will be forthcoming in a book published by W.E. Upjohn Institute for Employment Research.*

Career Academies: Junior ROTC

A Summary of: **CAREER ACADEMIES: EVIDENCE OF POSITIVE STUDENT OUTCOMES**

1999, unpublished document, by Lawrence M. Hanser and Marc N. Elliott (RAND), and Curtis L. Gilroy (U.S. Department of Defense)

Overview

Career academies are schools-within-schools that provide students with academic and vocational instruction integrated around a career theme. In 1992, the U.S. Departments of Defense and Education added a new dimension to the traditional career academy model with the Junior Reserve Officers Training Corps (JROTC) program of instruction. JROTC career academies (JROTC-CA) aim to foster academic and vocational skills, while giving students a sense of civic and personal responsibility. At the time of the study, there were 36 JROTC-CAs operating in 33 cities in 23 states, with a total of approximately 3,800 students.

POPULATION

Researchers collected data on almost 7,000 students in schools on the West Coast and in the Midwest, including students in JROTC Career Academies, other career academies, magnet schools and other programs. Of the whole sample, more than half of the students were Hispanic, nearly one quarter were African American, 16 percent were white, and 49 percent were females. Of the students who attended the JROTC academies, 77 percent were Hispanic, 11 percent were African American, ten percent were white, and 48 percent were female. The JROTC academies start in the 11th grade on the West Coast and in the 10th grade in the Midwest. Overall, the students in JROTC academies had lower performance levels at the time of referral when compared with the other groups, and almost half the levels of performance of students in other career academies and magnet schools.

Evidence of Effectiveness

Researchers compared students enrolled in the JROTC-CAs with those enrolled in other career academies, magnet schools, JROTC programs not related to the academies, and students in regular high school programs (the Midwest site had no other career academies). Their findings show that JROTC-CA students had:

- a mean GPA 40 percent higher than students in regular school and JROTC programs and similar to those of students in other career academy and magnet schools, despite their initial lower level of performance (at the Midwest site, the average GPA for JROTC-CA students was 2.39, for students in no special program was 2.05, and for those in JROTC programs outside the academies was 1.97)

- lower rates of absenteeism (at the first West Coast site, the absenteeism rate for JROTC-CA students was 11 percent compared with 15 percent for students in other career academy and magnet schools, 20 percent for students in no special program, and 21 percent for JROTC programs outside the academies)
- lower dropout rates (no students in any of the JROTC-CAs dropped out during the school year; at the second West Coast site, the dropout rate was 1.3 percent for other career academy and magnet students, 6.4 percent for students in no special program, and 4.4 percent for JROTC programs outside the academies)
- earned more credits (at the first West Coast site, from a maximum of 55 credits per year, JROTC-CAs students earned 47.75 compared to 43.05 for other career academy and magnet schools, 35.33 for students in no special program, and 37.63 for JROTC programs outside the academies)

Key Components

The traditional career academy model includes these main components:

- a school-within-a school
- rigorous core academic curriculum that includes mathematics, English, social science and sciences
- vocational curriculum aiming to develop critical work-related skills integrated with the academic component
- employer involvement in designing the curriculum, providing equipment, serving as mentors to students, offering job opportunities and providing direct funding for the academy
- paid summer internships

To these components, the JROTC academies add:

- a one-hour course each week focusing on building civic values, responsibility, citizenship, discipline and leadership
- extracurricular activities, including drill team exercises
- summer camp for some students

The added components are taught by retired military instructors, who are hired by the school district and must report to the high school principal. The Department of Defense pays for JROTC students' books, supplies, uniforms and half of this instructor's salary.

Contributing Factors

Attractiveness of Dual Focus Program

Researchers are cautious to speculate on why students prefer the JROTC-CAs over other programs. They suggest that some students were attracted due to the combination of the JROTC military-style instruction with the vocational components associated with career academies. Some students may have enrolled because they did not meet the performance levels required for other career academy and magnet programs. In addition, many teachers and counselors focused on the military discipline aspect of the JROTC-CAs and assumed that the programs were appropriate for students who needed extra discipline. Teachers and counselors thus referred to academies students with poor discipline, attendance and academic performance, including low grades and few earned credits.

Nurturing Environment

Researchers did not find information leading them to believe that the JROTC-CAs' discipline, use of uniforms or other military-style elements played a role in the programs' success. However, they could not rule out these influences, except that the JROTC-CA students performed better than students in the regular JROTC programs. In focus groups, students mentioned that the major factor in their success was the nurturing environment provided by the academy. A survey done in 1996 showed that JROTC-CA students were more positive than the students in the three comparison groups (see study methodology) about their classroom environment, teachers' interest in them, individual attention received, and the overall quality of their education.

STUDY METHODOLOGY

The study is a quasi-experimental design with multiple comparison groups nonrandomly chosen. The sites chosen for analysis were three schools with JROTC-CAs that were able to provide early and timely data and three schools chosen by school district officials as similar in population, but not having JROTC-CAs. The sample was adjusted for demographic and other variables. The almost 7,000 students included students in JROTC Career Academies and students in three comparison groups: (1) students in other academy or magnet programs in the target and other schools, (2) students in regular JROTC programs; and (3) students not enrolled in any special programs. Researchers collected school record data. A multiple regression model was used to test whether students in the JROTC academies performed better than students in other programs in a series of variables, such as absenteeism, GPA, dropout rates and credits earned. Researchers also used focus groups and a 1996 survey of JROTC-CA students.

EVALUATION FUNDING

U.S. Department of Defense.

GEOGRAPHIC AREAS

The research included four JROTC Career Academies on the West Coast and one in the Midwest. The locations were not identified.

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Community Schools: New York City

A Summary of:

PLAN FOR A THREE-YEAR EVALUATION OF THE CHILDREN'S AID SOCIETY'S COMMUNITY SCHOOL PROJECT, 1996

BUILDING A COMMUNITY SCHOOL, October 1997, revised edition
Both published by The Children's Aid Society.

COMMUNITY SCHOOLS: Education Reform and Partnership with Our Nation's Social Service Agencies - An Issue Brief, 1998, Child Welfare League of America

Overview

Community schools, also called "full-service schools," are a model of public school that combines academics with a complete range of child and family services. In 1998, there were an estimated 400 community schools across the nation. However, the flexible definition of community schools and lack of formal reporting make accurate estimates difficult. These reports describe the community schools created in 1992 through a partnership between The Children's Aid Society (CAS) and the New York City Board of Education. These schools are open 16 hours a day, six days a week, all year. They offer medical, dental and mental health services, supplemental education, recreation activities, teen programs, parent education and camp programs.

POPULATION

The reports review community schools located in Manhattan's Washington Heights neighborhood serving youth from first grade through high school. The majority of the students live in troubled or economically disadvantaged inner-city neighborhoods. Most of them are at risk of dropping out of school, have chronic long-range health problems, or engage in high-risk behavior. The CAS Washington Heights-Inwood community schools have a combined enrollment of 7,100 students and the support of more than 100 community organizations. With the new schools in East Harlem, the total number of CAS students grew to 9,140.

Evidence of Effectiveness

The CAS Community School is a fairly recent educational model. Researchers are still in the data collection stage of measuring effectiveness. A formal three-year evaluation of Washington Heights community schools began in Fall 1997. Preliminary data show:

- a student attendance rate of 90 percent (attendance rates for students and teachers have improved since the schools opened in 1993 and are currently among the highest in the city)
- strong parental involvement (staff estimate that every parent has visited a Resource Center at least once and that 70 percent use their services on an ongoing basis)

- full health coverage for students (on-site medical, dental and eye clinics at the schools provide about 25,000 appointments a year; each student is seen at least once annually)
- friendly environment (none of the schools have been vandalized by graffiti; visitors report that they "feel different" because there is an overall community feeling)

Key Components

The goal of Community Schools is to bring services that children need into the school and free teachers to do the work for which they are trained: teaching. To reach this goal, most community schools have:

- extended hours that keep the school building open evenings, weekends and summers
- traditional public school academic curricula expanded or supplemented by creative innovations made possible by the extended school day
- medical, dental and eye care services on site
- on-site mental health services with full- and part-time psychiatrists and social workers
- one-on-one student services, such as career counseling, tutoring and mentoring
- organized recreational or arts activities
- vocational education, entrepreneurship seminars or work experience opportunities
- child care and parenting classes
- college courses or courses transferable into college credit

Contributing Factors

"Community schools are an attempt to answer the concerns of policy experts, teachers and parents alike, who believe that services, especially for disadvantaged families, are too fragmented; that school achievement cannot occur if children and families are in crisis; that teachers are indeed too often asked to serve as social workers; and that parents have been left out of the educational picture."

CAS Executive Director, Phil Coltoff

Merging of School and Community Resources

An Issue Brief: "Community schools are characterized by a combination of school resources and outside community resources to provide 'seamless' programs" as well as "an active collaboration in governing such programs" and "community ownership."

Parental Participation

Building A Community School: "The community school must work to involve parents at all levels and as early as possible as partners in planning the community school, as volunteers or staff within the school, as members of the parents' association and one-to-one partners in their children's education. To encourage this involvement, the school itself must be seen as a place not just for children, but for entire families."

Focus on Academic Achievements

Building A Community School: "While the community school concept allows for a revolutionary vision of the role a school can play within a community, its primary goal is the education of children. The enriched health and social services of the school are all designed to ensure that children are emotionally, socially and physically prepared to learn and achieve."

In-Depth Assessment of Need

Building A Community School: "The process of assessing community needs and strengths is always enhanced by the full participation of the partners involved in designing the community school, including parent association members, school board members, teachers, administrators, community-based organizations and other human service agencies. But the process cannot rely solely on the opinions and gut instincts of the partners involved. To take a thorough and objective reading of the community's service needs and come to a clear understanding of community residents and the complexity of their lives, an extensive and professional community survey must be completed."

STUDY METHODOLOGY

Plan for a Three-Year Evaluation describes a study currently underway of the Washington Heights schools to compare community school students with those at other schools. The study is based on interviews with administrators and staff, teacher focus groups and surveys, evaluations of student perceptions of school climate and parent interviews. *Building A Community School* provides a wealth of anecdotal evidence and practical information collected from surveys and site visits at the four Washington Heights community schools. *An Issue Brief* is based on surveys by The Children's Aid Society, as well as research by the National Center for Community Education.

EVALUATION FUNDING

The Children's Aid Society and Children's Welfare League of America.

GEOGRAPHIC AREAS

Community schools are emerging across the nation. The reports focus on community schools in the neighborhood of Washington Heights, Manhattan, New York City.

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Additional Resources: *Further information about community schools may be found in Community School News, a quarterly newsletter published by the Technical Assistance Center of The Children's Aid Society. See also Martin Blank & Carol Steinbach (1999), "Communities: Powerful Resources for America's Youth," Chapter 4, pp. 59-81, in Halperin, Samuel (ed.). The Forgotten Half Revisited: American Youth and Youth Families, 1988-2008. Washington, DC: American Youth Policy Forum; and Melaville, Atelia I. (1998). Learning Together: The Developing Field of School-Community Initiatives. Flint, MI: Charles S. Mott Foundation & Institute for Educational Leadership.*

Hoke County High School: North Carolina

A Summary of:

HOKE COUNTY HIGH SCHOOL, RAEFORD, NORTH CAROLINA: A Case Study of High Schools That Work, 1996, Prepared by Southern Regional Education Board (Atlanta, GA)

Overview

Hoke County has the third lowest per capita income in North Carolina. In 1993-94, the school ranked last among the state's 121 school districts in per pupil expenditures. That year, Hoke County High School was declared a "low performing" school and the state threatened to take over the district if it did not make significant improvements. At about the same time, the school was selected to participate in the *High Schools that Work (HSTW)* program of the Southern Regional Education Board (SREB). In their application to SREB, teachers proposed to revise the curriculum to ensure more rigorous content and to strengthen the teamwork of academic and vocational teachers. As a result of the efforts of faculty and staff, student learning improved substantially. After its 1996 assessment of student achievement in reading, mathematics and science, SREB named Hoke County High School one of the most improved sites in the 22-state *HSTW* network.

POPULATION

Hoke County High School is a comprehensive high school serving 1,350 students in grades 9 through 12. The student body is 55 percent African American, 25 percent Native American, and 20 percent Caucasian. Because of the school's proximity to a military base, many of the students are transient. Seventy-three percent of Hoke County students qualify for free or reduced-price lunches compared to 40 percent statewide.

Evidence of Effectiveness

A comparison of student records between 1993 and 1996 showed that:

- at least 90 percent of career-bound students had taken Algebra I, Geometry and Algebra II in 1996, while in the 1993 class only 37 percent had taken Algebra I, 57 percent Geometry and 42 percent Algebra II
- 85 percent of the 1996 class took college prep biology compared with 37 percent in 1993
- students who completed SREB's recommended academic core increased from 33 percent to 80 percent in English, from 64 to 98 percent in mathematics, and from 39 percent to 93 percent in science

In addition, in 1996:

- 53 percent of the students reported being college-bound compared to 20 percent in 1990

- 120 students took the SAT and achieved an average score of 841 compared to 94 students in 1994, with an average score of 773

- students used mathematics as it is applied in the workplace and prepared more written reports on science projects

Key Components

Using the *HSTW* key practices as a framework, Hoke County High School teachers and staff identified the following priorities:

- getting academic and vocational teachers to raise expectations and work together to integrate learning

- replacing low level courses, particularly in the areas of mathematics, science and English, with more rigorous courses and increasing the range of academic courses offered

- strengthening vocational courses through the use of internships and job shadowing and dropping courses that do not meet industry standards, while adding technology courses, upgrading the welding and drafting programs, and placing additional emphasis on engineering-related courses

- assisting and encouraging students who are not prepared for the more rigorous courses by adopting the STAR (Short Term Achievement and Reward) program, a nine-week program supplemented, if necessary, by after-school classes and summer school

- revamping the school schedule with a block schedule designed to provide more time for integrated projects and labs

- strengthening career guidance through visits of high school counselors to the middle schools to work with students and their parents in designing a program of study

- enhancing staff development, with particular emphasis on educational technology

The philosophical statement that underlies Hoke County improvement efforts is: "All students are capable of success if instructed in the learning style that suits them best, whether hands-on, theoretical or some combination."

Southern Regional Education Board

Contributing Factors

Financial Support from the State

Both incentive grants and Tech-Prep funding from the state enabled the district to provide training and resources for staff development.

Teacher Collaboration

School staff worked toward building teacher support for the integrated learning program. The teachers were organized into teams consisting of academic and vocational teachers and competed with each other to design integrated projects. The winning teams received support to implement the projects.

Employer Involvement

The teachers visited work sites to become more familiar with the skills needed by employers. Employers visited the school to discuss workplace requirements with students.

STUDY METHODOLOGY

The Southern Regional Education Board (SREB) uses data from student and faculty surveys, course enrollment data and follow-up studies of high school graduates. Scores on achievement tests in reading, mathematics and science are compared over time. For more information on *High Schools that Work*, see pages 26 - 29 of *Some Things DO Make a Difference for Youth*.

GEOGRAPHIC AREAS

Raeford, Hoke County, North Carolina.

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Additional Resource: *Bottoms, Gene (1999)* Update: Experienced HSTW Sites Show Improvement on the 1998 Assessment; More Work Needed. *Atlanta, Georgia: Southern Regional Education Board. This article provides information on the academic achievement gains of 24,000 students at 444 experienced HSTW sites (of about 850 total schools in 22 states) between 1996 and 1998. The percentage of students who met HSTW performance goals went up from 43 to 51 percent in reading, from 44 to 58 percent in mathematics and from 38 to 53 percent in science. Percentages of students at these sites completing the HSTW-recommended rigourous academic curriculum areas rose from 1996 to 1998: from 38 to 58 percent in science, 33 to 39 percent in English and 66 to 79 percent in mathematics. However, Bottoms was discouraged that only 28 percent of students took the recommended academic core in all subjects.*

I Have a Dream: Chicago, IL

A Summary of:

THE ROLE OF SOCIAL CAPITAL IN YOUTH DEVELOPMENT: The Case of "I Have a Dream"

to be published in 1999 in *Educational Evaluation and Policy Analysis*, by Joseph Kahne and Kim Bailey, University of Illinois at Chicago

Overview

"I Have a Dream" (IHAD) is a youth organization providing financial, academic and social support to inner-city public school students throughout the country. Local sponsors, generally wealthy families, adopt an entire class of sixth graders, randomly chosen, and guarantee "last dollar"[1] scholarships for all those who graduate from high school. Besides maintaining personal relationships with the "Dreamers," the sponsors hire a project coordinator to facilitate and coordinate services, such as tutoring, employment, volunteering activities, counseling, health and social services. In the two case studies, the coordinators were helped by volunteers from a Princeton program and AmeriCorps members. The premise is that, with personal support and financial resources, inner-city youth will be able to pursue postsecondary education and/or be better prepared to succeed in the workplace. For another study of IHAD, see *Some Things DO Make a Difference for Youth*, pp.149-150.

[1] *The sponsor pays for college costs above those covered, for example, by grants and other scholarships.*

POPULATION

"I Have a Dream" serves inner-city children, from sixth grade until their graduation from high school. The study focuses on two programs in Chicago. La Familia was based on a youth organization on the city's West Side and served 52 Dreamers. Of these, 31 were Mexican American, 14 Puerto Rican, five bi-racial, one white and one African American. The majority were female (56 percent) and for more than 70 percent, both parents had not completed high school. Seventy percent had families with incomes below $20,000. Ninety-four percent of the initial Dreamers stayed in the program until graduation. Project Success was located in a church on the South Side of Chicago and served 40 Dreamers, all African Americans. Fifty-eight percent were women. The mothers of 55 percent of the group had some high school education (the researchers could not gather reliable data on more than half of the fathers). Eighty percent lived in families with incomes below $20,000. Ninety percent of Project Success' Dreamers stayed in touch with the program beyond graduation.

Evidence of Effectiveness

Researchers compared Dreamers to students from previous sixth grade classes at the same schools who had not participated in the program. When compared to the control groups, Dreamers showed:

- higher graduation rates from high school (graduation rates for Dreamers were 71 and 69 percent, double the 37 and 34 percent rates for the control groups; 6 percent of the Dreamers in the West Side program passed the GED)
- higher enrollment rates in two- and four- year colleges (63 and 67 percent of the Dreamers enrolled in college, almost three times the control group rate, estimated at 20 and 18 percent)

Of the Dreamers who went to college, 78 percent enrolled in 4-year institutions.

Key Components

The programs are tailored to the needs of the individual Dreamer. Key components, common to all programs, are:

- long-term personal relationships (the project coordinator and the sponsors maintain personal contact with the Dreamers throughout the duration of the program and, in many cases, even after the Dreamer enters college)
- working with the families (services are procured not only for the Dreamers, but also for their families, when needed; despite some conflicts with a few parents, mostly on issues of values, the relationship between staff and families tended to be supportive)
- linkage to existing community services (Alcoholics Anonymous, battered women's shelters, foster care, legal services, planned parenthood, summer jobs, homeless shelters, etc.)
- help with finding jobs and enrichment programs
- focus on peer support to promote and maintain pro-social behaviors
- academic support through tutoring and mentoring accompanied by high expectations (some Dreamers were transferred to private schools, paid by the sponsors, because staff felt that they were not receiving adequate attention and guidance in the public schools or because of gang-related problems)

The average cost per student per year for six years was $1,482 for the program on the city's West Side and $2,829 for that on the South Side. Private school tuition represented 19 percent and 55 percent of the cost respectively. To help improve public schools in inner city areas, the IHAD Foundation is developing a charter school, one sponsor has initiated a comprehensive neighborhood development program, and another IHAD group has initiated a publicly-funded school that provides after-school programs.

Contributing Factors

Building Social Trust

Time is important to build trust among inner-city youth. By accompanying the students from the sixth grade, the project coordinator has time to build strong relationships with Dreamers. Project coordinators for both programs remained in touch with at least 90 percent of their original Dreamers three or more years after they had left the program.

Relationships as Vehicles for Support

Inner-city youth generally deal with social pressures that tend to undermine success. The majority of Dreamers were victims of physical, sexual or substance abuse in the home and/or had participated in gang activities. Interviews indicated that a trusting relationship with IHAD staff helped Dreamers deal with such major concerns. Relationships with staff and sponsors were also an important tool for job opportunities and access to services and programs.

Implementation Quality

IHAD's major challenge is to hire staff able to provide the intense support and commitment required by the target population. Studies of other IHAD programs that did not show graduation rates as high as these indicate that more successful programs have low turnover of project coordinators, work with both private and public schools, and benefit from volunteer help. In the case studies, AmeriCorps members and volunteers from the Princeton Project 55 Program added two full-time staff members to each of the two programs. These individuals added extra hours of staff work, besides offering more opportunities for Dreamers to establish meaningful relationships (some volunteers were able to establish positive interactions with Dreamers who were resistant to approaching the IHAD coordinators).

STUDY METHODOLOGY

Researchers studied two IHAD programs for two and a half years and used a sixth grade class at the Dreamers' schools that had not been part of the program as a control group (assignments were randomized). The programs were chosen because they were consistent with the IHAD model, maintained contact at least with 90 percent of the Dreamers and their Dreamers were already making the transition to college. Researchers interviewed Dreamers, staff, parents and sponsors, observed program operations on over 100 occasions, ran focus group sessions with staff, sponsors and students, conducted surveys, and used school records to obtain data for Dreamers and the control groups.

EVALUATION FUNDING

Steans Family and Polk Brothers Foundations, The Chicago Community Trust and the Center for Urban Educational Research at the University of Illinois at Chicago.

GEOGRAPHIC AREAS

Both programs are located in Chicago, IL.

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Kids and The Power of Work (KAPOW)

A Summary of:

FINAL REPORT OF A TWO YEAR EVALUATION OF THE KIDS AND THE POWER OF WORK (KAPOW) PROGRAM

December, 1996, Center for Human Resources, Heller Graduate School, Brandeis University (Waltham, MA), by Terry Grobe and Larry Bailis

Overview

Kids and the Power of Work (KAPOW) is a national business/education partnership program designed to give elementary school youth exposure to the world of work. Jointly developed by the National Child Labor Committee and Grand Metropolitan (a consumer goods company), KAPOW brings trained volunteers from partner companies into the classroom to teach students about workplace skills and careers. Business volunteers use KAPOW's lesson plans which are based on National Career Development Guidelines. Teachers work with volunteers during their visit and involve students in related activities before and after the visit. Once a year, all students in the program visit the participating business and engage in hands-on, work-related experiences.

POPULATION

KAPOW served 8,000 elementary school students in nearly 30 communities across the United States during the 1995-96 school year. Students, 60 percent of whom are minorities, come from rural, urban, and suburban areas. Students included in the evaluation were second, fourth and sixth graders in four different communities.

Evidence of Effectiveness

Survey data found that, compared with students in other schools, KAPOW students were more likely to have learned:

- how their experiences in school, regardless of grade levels, are like those of workers on the job
- that it is important to work hard in school (particularly noted among second graders)
- about the kinds of jobs that people do (particularly noted among fourth graders)
- about useful work habits, the kinds of subjects to take if interested in a particular job, and the value of going to high school and college (particularly noted among sixth graders)

Evaluators found that:

- program benefits may be cumulative; students who had been involved in the program for two years, rather than one, were more likely to have achieved program goals
- the worksite visit was seen as the strongest component of the program by teachers, school administrators, parents and students
- students remembered best the units on teamwork and stereotyping and saw teamwork as probably the most important workplace skill

"Based on our analysis of four school districts, Brandeis staff feel that KAPOW has clearly demonstrated the capacity to be a replicable national model that can serve as the elementary-level component in a broad K-12 school-to-career sequence."

Center for Human Resources

- students met all of the program's stated goals, such as increasing knowledge of kinds of work in the community, increasing understanding of how information and skills learned in school apply in workplaces, and thinking about work as a realistic future option

Evaluators identified several areas needing improvement:

- parental involvement (while most parents were aware of the program, many sites did not use the recommended technique of having children write notes to their parents about their experiences)
- impact on teachers (the curriculum was not found to have affected general teaching styles or incorporated employability development concepts into other classes)
- presenting age-appropriate lessons (researchers recommended more hands-on activities and more time devoted to sequencing lessons from grade to grade)

Key Components

Important elements of this business/education partnership include:

- monthly visits to elementary classrooms by trained volunteers from businesses
- business volunteers are paired with elementary teachers for the year
- business volunteers and teachers are trained to use professionally developed lesson plans, part of the KAPOW model curriculum
- an annual worksite visit at which students engage in hands-on experiences at several different work stations

Contributing Factors

Partnerships Between Business and Schools
KAPOW brings teachers and business volunteers together. While evaluators saw a need for more face-to-face planning between teachers and volunteers, teachers and employees benefitted from increased knowledge about the many kinds of work and workers in the community, how school subjects and skills apply in the workplace, and about basic employability skills and their applications in business. Teachers and employees helped children make connections between classrooms and adult work.

Flexible Curriculum
KAPOW central staff developed a curriculum, including lesson plans, for use by business volunteers and suggested activities for teachers to support the lessons. At each location, teachers and business volunteers can tailor the program to meet their particular situations. In response to the findings in this evaluation, KAPOW revised its curriculum for the 1997-98 school year with stronger emphasis on hands-on activities, extensive teacher activities and greater parent involvement.

Flexible Implementation
KAPOW's national office provides curriculum, training and overall support to the program through a national staff and a board of directors. KAPOW is designed to be replicated, with the approval of national staff, in many communities. Since the evaluation, in order to increase its district-wide initatives and reach more students, KAPOW has developed an Affiliate Model, whereby a community identifies an "overseeing organization" such as a School-to-Work office, Chamber of Commerce or nonprofit to implement the program.

Reinforcement
The impact of the program was increased when students had an opportunity to participate for two years rather than one. Students particularly remembered the sessions dealing with team work and stereotyping which were reinforced from year to year.

STUDY METHODOLOGY

The evaluation was designed to assess the organization and implementation of KAPOW in four sites representative of KAPOW's geographic locations and diverse population. The goals of the evaluation were to synthesize cross-cutting principles, practices and issues, and to measure impacts on students' knowledge and skills, instructional change, and institutional partnerships. The methodology included observation of KAPOW classroom activities, annual visits to participating schools and businesses, interviews, focus groups, and a survey of participating students and students in schools without the program.

EVALUATION FUNDING

Grand Metropolitan (the sponsoring business).

GEOGRAPHIC AREAS

The program is offered in 30 U.S. communities. Evaluations were conducted in Allen Park, Michigan; The Bronx, New York; Crete, Nebraska; and Elgin, Illinois.

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National Guard Youth Challe*NG*e Program

A Summary of:

THE NATIONAL GUARD YOUTH CHALLE*NG*E PROGRAM: Annual Report 1998, by Social Consultants International, Inc. (Arlington, VA)

Overview

The National Guard Youth Challe*NG*e Program (Challe*NG*e) program was authorized by Congress in section 1091 of the National Defense Authorization Act for Fiscal Year 1993 (P.L. 102-484). The program is sponsored and managed by the National Guard Bureau through agreements with State Governors and Adjutants General (the local senior member of the National Guard) of the requesting states. Challe*NG*e aims to provide dropout youth with values, life skills, education and self-discipline. It is composed of a five-month quasi-military residential phase, followed by a community-based mentoring phase extending for one year. The ultimate goal of Challe*NG*e is to place all participants (called cadets) who graduate from the first phase of Challe*NG*e into jobs, military service and/or postsecondary education programs.

POPULATION

Challe*NG*e serves high school dropouts ages 16 to 18 . Eligible candidates must be unemployed at the time of application, not currently involved with the criminal justice system and drug free. Researchers analyzed data on 4,159 youth who enrolled in Challe*NG*e during Fiscal Year 1998. Of these, 3,230 graduated from Challe*NG*e (78 percent graduation rate). Eighty-one percent of the participants were male, although participation of females is increasing in a few states. Nearly 49 percent were white, 37.5 percent African American, 7.5 percent Hispanic, 4.5 percent Asian and 1.5 percent Native American. Participants' ethnicity was proportionate to that of respective states. Sixty-seven percent of participants admitted past involvement in the legal system.

Evidence of Effectiveness

For the class year October 1997 through September 1998, an analysis of Challe*NG*e participants at the end of their five-month residential phase reported:

- an average 78 hours of community service per cadet (Challe*NG*e requires 40 hours of community service per participant)
- an average increase of 1.1 grade level in reading and 1.7 in math, as measured by The Adult Basic Education Test (TABE)
- 72 percent of the graduates had received their GED
- the retention rate was 90 percent, higher than the national high school retention rate of 89 percent

Upon completion of the residential phase, of the 3,230 graduates in 1998:

- 26 percent were awaiting notification of acceptance from colleges, employers or the military
- 24 percent were employed
- 23 percent were in postsecondary education
- 10 percent had enlisted in the military
- 7 percent were going to vocational-technical schools
- 6 percent were returning to high school
- 4 percent were still unsure about their goals
- only six graduates (less than one percent) had gotten into trouble with the justice system and were incarcerated

During Fiscal Year 1998, the annual cost per Challe*NGe* participant was $13,464 (costs were based on actual number of graduates). These costs compare favorably with costs of correctional systems, where so many high school dropouts end up. The *Corrections Yearbook, 1994*, indicates an average cost of $25,514 for Adult Corrections and $42,943 for Juvenile Corrections.

Key Components

Prospective cadets participate in a two-week Pre-Challe*NGe* trial. This period is used to select the applicants who are motivated to complete the program and ensure that all applicants are drug-free, as required. Approximately 70 percent of the Pre-Challe*NGe* participants are subsequently enrolled in Challe*NGe* programs. Each site intentionally over-enrolls students in Pre-Challe*NGe* and Challe*NGe* in order to meet graduation goals based on the percentage of dropouts in the state.

Challe*NGe* cadets participate in a five-month residential phase that includes: academic and vocational education, leadership development, training in the core component areas and development of a life plan. The eight core components focus on the growth of participant youth as individuals and citizens: leadership/followership, community service, job skills, academic excellence, responsible citizenship, life coping skills, health and nutrition and physical fitness.

Challe*NGe* teachers are not necessarily affiliated with the National Guard, but many have National Guard or other military ties. For example, many instructors are retired from military service. Teachers, counselors and medical personnel all meet state standards for these positions.

Challe*NGe* cadets are organized in teams, squads and platoons. Using a military structure, cadets are assigned leadership responsibilities for a group for a number of days and are held responsible for the accomplishment of assigned group tasks.

Following graduation from the residential phase, cadets enter a 12-month community-based phase in which they are assisted by a mentor as they enter the workforce or continue their schooling. A program coordinator maintains regular contact with the cadet and the mentor throughout this stage.

Challe*NG*e uses government-owned facilities and equipment, ranging from National Guard training centers to refurbished middle schools. The National Guard Bureau provides the administrative and management infrastructure at the national level. The Adjutant General provides management and oversight functions in the respective state.

Contributing Factors

Ongoing Program Monitoring
Program sites maintain on-going communication and evaluation using the Challe*NG*e Monitoring and Evaluation Information System (CHAMEIS). This system is designed to validate and document program performance at both the national and local levels, improving data accuracy and timing of the reports.

Ongoing Performance Evaluation
A cadet survey, administered during the first three weeks of the residential phase and again just before graduation, provides diagnostic information about the knowledge, attitudes and behaviors of participants in relation to the core components. The instrument has been validated for the age and reading level of participants. In addition, the cadets must complete a Job Book that functions like a portfolio, registering the cadets' accomplishments and progress toward their goals. The book is reviewed by staff at least twice before the end of the residential phase.

Long-Term Follow-up
After the five-month residential phase, each participant is linked to a mentor who will follow him/her for another year. In addition, both the mentor and the cadet are in regular contact with a program staff person.

Holistic Approach
Challe*NG*e focuses on the individual youth and provides a diversified set of skills and information, including academic, vocational, life skills, leadership development and others. Participants are involved in community service.

Cost Effectiveness
The use of existing government facilities and equipment and of the National Guard infrastructure for administration and management eliminate the need to build facilities, invest in equipment and create an additional management bureaucracy. These savings help keep program costs down.

Structure and Discipline
The quasi-military structure of Challe*NG*e, including wearing uniforms, marching and adhering to military courtesies, appear to have a positive effect on youth participants when combined with the program's holistic and caring approach. The program is intentionally not run like a boot camp, according to Social Consultants International.

STUDY METHODOLOGY

Researchers used data electronically transmitted weekly by the Challe*NG*e director in each state. In addition, they reviewed weekly and monthly descriptive reports that focus on program implementation. Using a Formative Evaluation technique, researchers analyzed the data and provided immediate feedback that was used to improve Challe*NG*e. The data was tested to ensure that all assumptions of the parametric tests were met.

EVALUATION FUNDING

The National Guard Bureau.

GEOGRAPHIC AREAS

The program is offered in 27 sites including AK, AR, AZ, CA, CO, GA, HI, IL, LA, MA, MI, MD, MO, MS, MT, NC, NJ, NY, OK, OR, PR, SC, TX, VA, WI, WV.

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New American Schools

A Summary of:

LESSONS FROM NEW AMERICAN SCHOOL'S SCALE-UP PHASE: Prospects for Bringing Designs to Multiple Schools, 1998, RAND Education, by Susan J. Bodilly.

WORKING TOWARDS EXCELLENCE: Examining the Effectiveness of New American Schools Designs, January 1999, New American Schools

Overview

New American Schools (NAS), founded in 1991 as New American Schools Development Corporation (NASDC), helps schools transform themselves into high-performing organizations. This transformation process included the use of whole-school designs under the guidance of design teams composed of educators, researchers, policymakers, business representatives, union leaders, community leaders and others. In the initial phase, the public was invited to submit designs for a new American school that would enable students to achieve high academic standards while maintaining costs comparable to the current levels. Eleven designs were chosen from approximately 700 proposals and funding was provided to implement the designs on an experimental basis. During a three-year period, the designs were tested in 147 schools across 19 states. Eight designs were selected for the scale-up phase. The scale-up phase, which started in 1995, aims to expand the number of design-based schools and involve whole school districts. For this period, NAS established partnerships with ten jurisdictions in different parts of the country. Throughout the process, NAS commissioned RAND to develop on-going evaluations that have been used to refine the designs and the implementation strategies. The information contained in the two reports reflects the first two years of the scale-up phase.

POPULATION

For the scale-up phase, NAS established partnerships with ten jurisdictions involving approximately 500,000 students. Most of the partners were densely populated urban school districts. Kentucky, represented by rural districts, was the exception. Miami-Dade County (FL) and Philadelphia (PA) rank among the 20 largest districts in the country; Memphis (TN) ranks 21st; San Antonio (TX) ranks 56th; Cincinnati (OH) ranks 67th; and Pittsburgh (PA) ranks 108th. Other urban districts were located in CA, MD and WA. The percentage of children eligible for free or reduced-price lunch in these districts was above the national average of 36 percent. Except for two districts in Kentucky, minority enrollment was also above the national average.

Evidence of Effectiveness

Outcomes from both the demonstration and scale-up phases must be interpreted with caution. The whole school reform process is still relatively recent and very complex. Many factors, unrelated to the designs, influence the results, such as school district regulations, the position of teachers' unions, the interaction between the schools and the design teams, and others. The large evaluation studies focus mostly on the implementation process, while the Design Teams have gathered outcome data for their respective designs.

In general, data on NAS schools show significant increases in standardized test scores. For instance:

- at Carver Middle School, an *America's Choice* school in Chicago (IL), the percentage of third through eighth-grade students scoring at or above national norms on the reading section of the Iowa Test of Basic Skills (ITBS) went from 8 percent to 22.6 percent and in the math test went from 10.3 percent to 20.3 percent since the implementation of the reform in 1996

- at Langley Park-McCormick Elementary, an *ATLAS Community* school in Prince George's County (MD), the percentage of students meeting the 70 percent standard on the Maryland School Performance Assessment Program (MSPAP) increased from 19.9 percent in 1993 to 32.7 percent in 1997

- at Campbell Drive Middle School, a *Co-NECT* school in Miami-Dade County (FL), seventh graders gained nine percentage points in reading over their scores as sixth graders in the Stanford Achievement Test (from 16 to 25), eight percentage points in math computation (from 20 to 28) and 13 percentage points in math applications (from 20 to 33)

- students at King Middle School, an *Expeditionary Learning Outward Bound* school in Portland, ME, averaged a 59-point increase in their scores on the Maine Educational Assessment (MEA), compared to a statewide average gain of 15 points

- at Robert Lee Frost Elementary School, a *Modern Red Schoolhouse* in Indianapolis (IN), between 1996-97 and 1997-98, the percentage of students scoring 50 percent and above on the combined Terra Nova exam increased by 14 percent and the percentage of students scoring 75 percent and above increased by 40 percent

- at Catherine Blaine School, a K-8 *Purpose-Centered Education* school in Seattle (WA), third-grade scores on the Direct Writing Assessment test increased 7.8 percent over the prior years for students "within standard" level of performance and 61.5 percent for students in the "advanced level"

- first-grade students at *Roots & Wings* schools in Baltimore County (MD) had a 34.2 percentage point gain on the state's standardized test, compared to a 25.2 points gain in the 79 district schools not using the design; for the second-graders, the gain was 26.4 points for *Roots & Wings* students and 18.7 for other schools

- between 1996-97 and 1997-98, students in Foshay Learning Center, an *Urban Learning Center* in Los Angeles (CA), reported the highest mean achievement test scores in the geographic region (not including magnet schools); their mean high school achievement test scores were higher in math by 18 points, language by 12 points and reading by 16 points

A few designs also report increased attendance rates and decreased discipline problems, such as:

- at Rosemont Middle School (Norfolk, VA), the number of discipline infractions fell by 15 percent since the implementation of the *ATLAS Community* design

- at Foshay (Los Angeles, CA), since the implementation of the *Urban Learning Center* design, attendance increased from 86.3 percent to 91.7 percent and a senior high school classroom had to be added to the school

In Memphis (TN), where 152 elementary and secondary public schools with over 100,000 student are involved in the implementation of NAS models, research shows overall significant gains in standardized tests independent of the adopted design.

Significant gains in standardized test scores are also reported for San Antonio Independent School District (TX), which has 95 elementary and secondary schools and 60,700 students involved in the NAS project.

In Northshore School District (WA), 90 percent of its 32 elementary and secondary schools are involved in the NAS project and have shown improvement in test scores.

Of the 79 public schools in Cincinnati (OH), 71.5 percent are involved in the NAS project and have reported higher scores, lower discipline problems and an overall increase in parent involvement in the schools.

Key Components

America's Choice focuses on a five-point set of priorities or "design tasks," which emphasize: high standards and assessments aiming at a Certificate of Initial Mastery for all graduates; learning environments that encourage professional development and flexible groupings; high performance management; community services and supports that better integrate health and human services; and public engagement.

ATLAS Communities centers on pathways made up of high schools and the elementary and middle schools that feed into them. The pathways are administered by a management team composed of teachers, parents and administrators. Teams of teachers from each pathway work together to design curriculum and assessments based on locally defined standards. Instruction focuses on individual capabilities and maturation rates. The model emphasizes cooperative learning and avoids pull-out programs. Ancillary services, such as mentoring and speaker programs, are provided through community involvement. A community health team coordinates with social service providers to ensure that the health needs of students are met.

Co-NECT Schools use technology to enhance teaching, learning, professional development and school management. The schools are organized around small clusters. Students and teachers stay in the clusters for two to three years and teaching revolves around interdisciplinary projects that promote critical skills and academic performance. The schools are managed by a council composed of teachers, parents, administrators and business and community representatives.

Expeditionary Learning Outward Bound operates on the premise that learning is an expedition into the unknown. The learning expeditions are long-term, academically rigorous, interdisciplinary studies that require students to work inside and outside the classroom. Students and teachers stay together for more than one year and teachers work collaboratively. Instruction emphasizes hands-on experiences and fieldwork, and includes real-life experiences. The model emphasizes professional apprenticeships and master-teacher approaches.

Modern Red Schoolhouse Institute combines elements of the traditional school, such as standards-driven curriculum and performance-based assessments, with a high level of flexibility in organizing instruction and deploying resources, and the use of innovative teaching methodologies and advanced technology. Elementary students use Hirsch's Cultural Literacy curriculum. Instruction is self-paced and multi-age groups are emphasized. Besides mastering a rigorous curriculum, students are expected to develop character and promote the principles of democratic government.

Purposed-Centered Education®: Audrey Cohen College centers student learning around the achievement of meaningful "purposes" for each semester's academic goals. Teachers, principals and administrators organize their jobs around the "purposes." Students use their knowledge and skills to plan, carry out and evaluate a project that benefits the community at-large. Leadership is emphasized and students are expected to meet high academic standards. Teachers from other Purpose-Centered schools work together and exchange ideas. The model relies on coordination with community and health-service agencies.

Roots & Wings is geared toward elementary schools only. It builds on the Success for All reading program to which science, history and mathematics curricula are added. The premise of the design is that schools must do whatever it takes to make sure all students succeed. To this end, the model provides at-risk students with tutors, family support and a variety of other services. The "roots" portion of the design emphasizes the mastery of basics, while the "wings" refers to the integration of these basic skills through interdisciplinary projects.

Urban Learning Centers focuses on students in urban settings through a curriculum designed to ensure that all students are taught in a K-12 community, and also addresses the health and well-being of the students and their families. The governance and management of the centers are structured to engage community members in decision making and to ensure that the design can improve and evolve. ULC incorporates the extensive use of advanced technology as a tool for learning.

Contributing Factors

Selection Process

The factors that were critical for a successful implementation of any of the designs were: comprehensive knowledge of the designs' characteristics, free choice among designs, a good in-school environment prior to the implementation of the reform, and stable leadership during the initial years of implementation.

Design Teams

More successful implementations were associated with design teams that had stable membership, effectively communicated their designs to school staff, effectively marketed to their districts and gained their support, emphasized the core elements of schooling (curriculum, instruction, student assignment, assessments and professional development), and supported whole-school training.

School Structure and Site Factors

In general, implementation tends to be faster in the elementary grades than in the secondary grades and in alternative, rather than standard, schools. Also, higher levels of implementation were associated with school districts that had stable leadership, lacked political crises, had a relationship of trust between the central office and schools, provided more resources for professional development and training, and ensured more school-level autonomy.

STUDY METHODOLOGY

Lessons from New American Schools used case studies. Researchers visited a sample of 40 schools in seven districts, reviewed documents, interviewed school and district staff and observed school activities. The study analyzed levels of implementation of the different designs and the factors that influenced implementation.

Working Towards Excellence collected data from multiple sources, including school districts involved in the scale-up phase of the NAS project and evaluation data provided by the different Design Teams. The aim of this publication is to assist educators in making informed decisions about NAS designs.

EVALUATION FUNDING

New American Schools with funds donated by The Pew Charitable Trusts, Ford, John S. and James L. Knight, John D. and Catherine T. MacArthur, and other foundations.

GEOGRAPHIC AREAS

NAS models have been implemented in AZ, CA, FL, GA, HI, IA, IL, IN, MA, MD, ME, MO, MS, NE, NJ, NY, OH, PA, TN, TX, VA, WA, WI, and DC. The scale-up sites described in the studies are: Memphis (TN), San Antonio (TX), Cincinnati (OH) and Northshore (WA).

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ProTech: Boston, MA

A Summary of:

The Impact of a School-to-Work Program; ProTech: A Study of Post-High School Outcomes, August 1998, by Georgia Hall, The Boston Private Industry Council, Inc.

Overview

Boston's Private Industry Council (PIC) is an alliance of business executives, educators, labor, community leaders and government officials that aims to bring education, training and employment opportunities to area residents. In 1991, the PIC, in collaboration with the Boston Public Schools, founded ProTech to connect high school students enrolled in career-pathway programs to paid internships. ProTech started as a youth apprenticeship program in health care careers and has expanded to include three additional career majors: Financial Services, Business Services, and Utilities and Communication. For more information on ProTech, see *Some Things DO Make a Difference for Youth*, pp. 34-37.

POPULATION

This study compared high school graduates from ProTech with graduates from other high schools (non-ProTech). Of the ProTech graduates, 53 percent were African American, 30 percent Hispanic, 11 percent Asian and 6 percent white; 71 percent were women. Of the non-ProTech group, 36 percent were African American, 29 percent Hispanic, 25 percent Asian and 10 percent white; 65 percent were women. Sixty-three percent of ProTech high school graduates were from low socioeconomic background compared to 75 percent of non-ProTech high school graduates.

Evidence of Effectiveness

The study, conducted in the summer of 1997, included 1993, 1994 and 1995 high school graduates. It found that, the year after graduating, ProTech high school graduates were:

- working (87 percent)
- pursuing postsecondary education (78 percent)
- combining work and school (52 percent)

ProTech high school graduates, compared to non-ProTech high school graduates, were significantly more likely to:

- work (87 percent vs. 74 percent)
- earn higher mean wages
  - all ProTech high school graduates, $8.92 vs. $8.10 for non- ProTech
  - ProTech high school graduates not attending college, $9.68 vs. $8.56
  - 1993 ProTech high school graduates (the first ProTech graduates), $10.10 vs. $8.42

- complete a postsecondary certificate or degree (for 1993 high school graduates only, as they have been out of high school long enough to record receipt of both two- and four-year credentials/degrees), 64 percent vs. 44 percent

African American ProTech high school graduates, when compared with non-ProTech high school graduates of the same race, had significantly higher:

- college enrollment rates the year after graduation (79 percent vs. 53 percent)
- mean wages for the 1993 high school graduates ($10 vs. $7)

Key Components

Each year, about 50 juniors and seniors enroll in ProTech from each of five Boston public high schools. About 400 secondary and 200 postsecondary students participate at any one time. ProTech includes:

- clustering of students in rigorous math and science courses offering applied and project-based learning related to the career pathway
- seminars on work readiness preparation and career exploration
- several weeks of "rotations" in the workplace for juniors (usually one day per week)
- career-related part-time school year and full-time summer paid internships beginning in the junior year

Through school-based and work-based learning, students develop nine competencies, including the abilities to use technology, understand and work within complex systems, and communicate and understand ideas and information.

Each high school has a ProTech coordinator who works with the students preparing them for work-based activities, monitoring their school and work performance, and helping them through the college application process. The coordinators also work closely with teachers to integrate school and work experiences and help to coordinate work-based activities.

Contributing Factors

Integration of School- and Work-Based Learning/ Hands-On Learning

ProTech offers a succession of work-based learning experiences (i.e. job shadowing, job rotations, and paid internships) integrated with school-based learning experiences. Students are clustered in rigorous math and science courses offering applied and project-based learning related to a broad career theme. Applied and project-based learning is also provided in the workplace. Through this instruction students develop important school-based/work-based competencies.

Adult Support and Guidance/Long-Term Support and Follow-Up

ProTech is first introduced to students through early career counseling and exploration. Once in the program, students have informal or formal workplace/career mentors. In addition, students receive direct service/advocacy from a Career Specialist/Job Counselor for at least two years in high school and two years post-high school.

STUDY METHODOLOGY

Researchers surveyed 1993, 1994, and 1995 graduates of Boston public high schools. Surveys were sent to 163 former ProTech participants and 460 high school graduates who were eligible for ProTech, but chose not to participate (non-ProTech). Surveys were received from 107 ProTech and 124 non-ProTech respondents (77 and 27 percent response rates respectively). The samples were not adjusted for demographics, socioeconomic and other variables. Chi-square and t-tests were used to analyze the data, with a 95 percent level of certainty.

EVALUATION FUNDING

The Boston Private Industry Council, Inc.

GEOGRAPHIC AREAS

Boston, MA

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School-To-Work: Employers

A Summary of:

BRINGING SCHOOL-TO-WORK TO SCALE: WHAT EMPLOYERS REPORT. First Findings from the New Administration of the National Employer Survey (NES-II), 1997, Institute for Research on Higher Education, University of Pennsylvania

ACHIEVING SCALE AND QUALITY IN SCHOOL-TO-WORK INTERNSHIPS: Findings from an Employer Survey, 1998, National Center for Research in Vocational Education, by Thomas Bailey, Katherine Hughes and Tavis Barr

EMPLOYER ROLES IN LINKING SCHOOL AND WORK: Lessons from Four Urban Communities, 1998, Committee for Economic Development

"WE NEED TO BE IN IT FOR ALL 9 INNINGS," LESSONS FROM EMPLOYER PARTICIPATION IN SCHOOL-TO-CAREER IN COLORADO, 1998, prepared for the National Employer Leadership Council, by the Academy for Educational Development, National Institute for Work and Learning, by Susan Hubbard, Amy Bell and Ivan Charner

Overview

School-to-Work (STW) is a school reform that aims to prepare American youth for the challenges of the modern workplace. The reform is based on three foundations: (1) strong academic learning; (2) work-based learning; and (3) partnerships between schools and businesses, industries, labor and community agencies, which offer students work opportunities and training. Employer involvement is a critical part of School-to-Work. Research has generally focused on the challenges faced by schools to develop and expand employer participation in STW partnerships. This summary focuses on four large studies of employers' perspectives. The studies describe the patterns of employer participation, the challenges faced by both schools and employers to establish and maintain partnerships, and strategies to meet the challenges.

POPULATION

NES-II reports on a nationwide survey of 6,971 employers among private for-profit firms with more than 20 employees. *Achieving Scale* surveyed approximately 1,500 employers in New York, Pennsylvania, and Michigan. *Employer Roles* studied four communities with large school districts characterized by a large number of low income and minority students and well-established STW partnerships: Boston (MA), Fort Worth (TX), Louisville/Jefferson County (KY), and Philadelphia (PA). *We Need to Be* reflects on Colorado's experience and accomplishments in STW initiatives, which in early 1997 involved approximately 23,000 employers.

Findings

The studies indicate that:

- participant employers represent all three sectors of industry: the public, the private not-for-profit, and the private for-profit
- participation is greater among the public and the not-for-profit than the for-profit sectors (in *NES-II*, which studied only for-profit firms, less than 30 percent indicated that they were part of a STW partnership; in the *Achieving Scale*, around 80 percent of non-participant firms belonged to the private for-profit sector)
- among the activities offered by employers in the for-profit sector, job shadowing is the most common (25 percent), followed by internship (23 percent) and mentoring (21 percent) *(NES-II)*
- participation in STW initiatives is greater among larger employers (this finding is common to all four studies)
- public sector and not-for-profit organizations tend to offer more internships and long-term opportunities, but internships in the for-profits tend to be more challenging and provide more opportunity to learn (*Achieving Scale*)

In addition, employers involved in STW partnerships:

- tend to have more progressive personnel policies, provide more training to their employees, and are more oriented towards large markets (national or international, rather than local)
- are more likely to be involved in other activities in the community

The reasons reported by employers for their participation are:

- helping youth
- increasing the pool of qualified employees
- receiving positive public relations
- promoting their industry

Some of the most important factors that discourage employers from participating in STW are:

- absence of labor demand
- concerns about students' maturity and readiness to be in a worksite
- operational difficulties such as program coordination and liability concerns

Once employers start working with the students, many of them become strong supporters of STW.

The following needs were identified by employers to sustain and expand their participation in STW initiatives:

- political and financial supports from the states and federal government
- better understanding of laws and regulations related to the programs

- clearly defined objectives and roles for their participation
- improved communication and coordination among partners, particularly the schools

According to Katherine Hughes, co-author of *Achieving Scale*, of the 323 employers surveyed who were not participating in STW initiatives, 82 percent had never been approached and asked to participate.

A recent study by the National Employer Leadership Council makes the case for employer involvement in school-to-work through data on student achievement and findings on return on investment for employers. The report shows, for example, that the benefit-cost ratio for Autodesk, Inc., ranged from 1.15 to 2.99, with a median of 2.32. Thus, for every dollar invested in school-to-work, the company earned back their dollar plus $1.32 in benefits. Other companies examined, such as Charles Schwab, Siemens, and Sutter Health, found ratios from 0.40 to 5.64, depending on the type of work performed, company forecasts on employee retention rates, and hours worked per week (*Intuitions Confirmed: The Bottom-line Return on School-to-Work Investment for Students and Employers*, Washington, DC: The National Employer Leadership Council, 1999).

Key Issues

"To reach significant numbers of young people with high-quality school-to-career programs requires not only new employer relations with schools but also changes in teaching practice supported by new curricula, standards, and assessment."

Employer Roles in Linking School and Work

To expand or maintain employers' involvement in STW initiatives, the studies identified several strategies:

- identify industries that normally hire youth just out of high school (they are already open to the idea of "trying out" a potential worker)
- adjust programs' structure and schedule to employers' needs
- rely on employers' leadership and experience (Kodak took leadership in organizing an alliance of northern Colorado employers to work in partnership with the schools and improve the pool of qualified workers; the company also led the partnership to organize a regional information system to improve and expand programs)
- involve stakeholders from the very beginning to develop an organized response to a common need
- continuous communication and respect among partners (business and education have different missions, objectives and procedures)
- acknowledge differences between employers (large corporations are quite different in their approach to the market than are small businesses)
- use a policy body that facilitates and structures collaboration among partners, and an intermediary to coordinate communication and linkages among employers, schools and students

- adopt clear goals and reliable measures of progress
- use data for continuous program improvement and to educate employers, policymakers and the public at large about the programs.

STUDY METHODOLOGIES

For the *NES-II* study, the U.S. Bureau of the Census conducted a telephone survey with 6,971 private establishments nationwide. The response rate was 78 percent. Public-sector and non-profit organizations, companies with less than 20 employees, and corporate headquarters were excluded from the survey. The focus of the study was to assess the extent of employer participation from for-profit companies in STW initiatives.

Achieving Scale used case studies and surveys to appraise the characteristics of participating and non-participating employers in STW partnerships in New York, Michigan, and Pennsylvania. The study included public, private not-for-profit and private for-profit organizations. Survey responses were obtained from 334 participant and 323 nonparticipant employers.

Employer Roles is a case study of four communities (Boston, MA; Fort Worth, TX; Philadelphia, PA; and Louisville/Jefferson Co., KY) that have well-established school-to-work partnerships and are involved in systemic school reform. It focuses on employers' roles in changing school systems.

"We Need to Be. . ." used site visits and interviews to document employers' activities, needs, and leadership roles in STW initiatives in several communities in Colorado.

GEOGRAPHIC AREAS

NES-II is a nationwide survey of private for-profit organizations. The other studies analyze STW partnerships in different states, particularly Colorado, Massachusetts, Michigan, New York, and Pennsylvania.

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Additional Resources: *Three recent publications that present important information on School-to-Work from the employer perspective are Intuitions Confirmed: The Bottom-line Return on School-to-Work Investment for Students and Employers, by The National Employer Leadership Council (Contact: National Alliance of Business, 202-289-2888); What Business Organizations Say About School-to-Work: An Analysis and Compendium of Organizational Materials, by Barbara Kaufmann and Employers Talk about Building a School-to-Work System: Voices from the Field by Joan L. Wills (ed.), both published by the Institute for Educational Leadership and American Youth Policy Forum (Contact: American Youth Policy Forum, 202-775-9731).*

School-To-Work: National

A Summary of:

HOME-GROWN PROGRESS: The Evolution of Innovative School-to-Work Programs

September 1997, Manpower Demonstration Research Corporation (MDRC) (New York, NY) by Rachel A. Pedraza, Edward Pauly and Hilary Kopp

Overview

According to MDRC, the School-to-Work Opportunities Act (STWOA) of 1994 gives increased impetus to initiatives that strengthen the connection between schools and workplaces. STWOA provides flexible funding and technical assistance to partnerships of educators, employers, unions, community organizations and government agencies with the goal of better preparing the nation's youth for postsecondary education and productive careers. STWOA does not require the creation of new programs, but serves as seed money for coordination among existing vocational and academic programs to develop a systematic and more inclusive educational approach based on three core components: (1) work-based learning; (2) school-based learning; and (3) activities that link experiences in schools and workplaces. This study describes the evolution of 16 pioneering school-to-work sites in 12 states over three years. An earlier STW study is summarized in *Some Things DO Make a Difference for Youth*, pp. 45-47.

POPULATION

The school-to-work (STW) model aims to offer high school-age students a "seamless" path to postsecondary education or training and careers. As of Spring 1997, 37 states and nearly 125 local partnerships had received planning/and or implementation grants under STWOA. Initiated in 1992-93, the 16 programs featured in this study reflect pioneer efforts to establish STW models in the country. In School Year 1995-96, these programs served nearly 9,000 students from grades 9 to 12, with two programs extending services to postsecondary students. Generally, Career Academies had more female students, while youth apprenticeship programs enrolled more male students. Over half the programs reported attracting a greater number of high-achieving students over time.

Evidence of Effectiveness

The report focuses on the implementation process and does not provide information on student outcomes. Between School Years 1992-93 and 1995-96, most of the pioneer programs have:

- grown in the number of students served (13 sites showed increased enrollment and the total number of students increased from 4,874 to 8,896)
- expanded the programs offered (ten of the 16 sites expanded their programs; for instance, the Academy of Finance, Baltimore, MD, opened a law-related school-within-a-school and a travel and tourism academy; Roosevelt High School, Portland, OR, added two new career pathways for a total of eight)

- increased the number of employers (14 sites expanded the number of participating employers; for instance, the pool of employers in Crater High School, Central Point, OR, increased from 70 to 400; that in Pickens County School District, Easley, SC, increased from 30 to 200)
- diversified and expanded work-based opportunities (expansion occurred in six of the sites; for instance, Poudre R-1 School District, Fort Collins, CO, increased work-activity slots from 550 to 1,000, which included volunteer/service learning opportunities for 10th graders and internships, paid work experience or job shadowing for grades 11-12)

Key Components

All STW initiatives must integrate the three core components:

- work-based learning, which includes instruction in workplace competencies (such as work attitudes and participatory skills), job training and workplace experience
- school-based learning, which focuses on integrating academic and vocational education and improving the transition between secondary and postsecondary education, while emphasizing high academic standards
- connecting activities to develop partnerships between schools and the workplace to provide work-based learning opportunities for students and teachers and technical assistance to schools, students and employers

Program operators "mix and match" the above components, tailoring the program to participants' interests and local characteristics and needs. An additional benefit of this tailoring process is to build a sense of local ownership and commitment to the program.

MDRC groups the 16 sites in five major STW approaches:

- *Career academies* are small school-within-a-school programs where students are grouped together for many of their high school courses. Academy students are offered a three- or four-year program that integrates academic learning with the study of an industry. The academic curriculum draws from the academy's occupational field, instructional techniques rely mainly on hands-on and team projects, and local employers offer mentoring and summer internships in the target industry.
- *Occupational-academic clusters* are large-scale efforts to offer most or all the students in a high school a choice among several career pathways, each one based on a sequence of related courses and tied to a cluster of occupations. Each cluster integrates academic and occupational instruction. Students are usually exposed to a wide variety of careers before choosing an occupational cluster.

- *Restructured vocational education* reshapes the job skills training and school-supervised work experience common to traditional vocational education. It provides earlier and broader opportunities to learn about careers, job shadowing and visits to workplaces, structured reflection on workplace experiences, and close linkages between students' occupational and academic courses.

- *Tech-Prep* connects the last two years of high school with two-year community college requirements in a coherent sequence of courses towards an associate's degree. The high school academic and vocational curricula are upgraded to emphasize instruction in science, math and other college-related courses. Tech Prep programs increasingly offer students opportunities to explore the workplace through job shadowing, cooperative education or internships.

- *Youth apprenticeship* uses the workplace as a learning environment to provide students with competencies in technical skills and related math, science, communication and problem-solving skills. Students "learn by doing" in paid employment and training with the help of an expert adult mentor/supervisor. They also receive classroom vocational and academic instruction. Upon graduation, qualified students may receive a recognized occupational credential.

These five major School-to-Work (STW) approaches are in many ways quite similar and any single STW initiative may incorporate elements of several or all of them.

Key Issues

Sustainability and Expansion

The 16 sites' experiences show that school-to-work initiatives are sustainable over time. Indeed, some of the sites have attracted such a large number of students that they are starting to show a selection bias in favor of high-achieving students and require strategies to avoid excluding lower-achieving students from school-to-work opportunities.

Incremental Growth

The size and complexity involved in launching a school-to-work initiative suggests that the best strategy is to build on the original program components. Many of the pioneer sites started with a defined focus and targeted population and incrementally expanded their sphere of influence. By sharing experiences, expertise and leadership, at least five of the 16 sites helped develop system-wide reforms.

Monitoring and Collaboration

Analysis of the pioneer sites shows that "aggressive monitoring of curriculum and pedagogy, combined with effective implementation of needed improvements, vigorous professional development for teachers, and opportunities for professional collaboration and support, can enable school-to-work to sustain educational changes and avoid marginalization."

Employer Participation

Few students in all the 16 sites were excluded from work-based learning activities because of a lack of employer participation. Aggressive outreach efforts by these sites expanded the pool of employers and the occupational areas offered. Examples of successful recruitment strategies included: building an excellent track record of providing high-quality, well-prepared students and good coordination between school and employers (Fort Collins, CO); targeting employers who are experiencing growth or employing an aging work force (Tulsa, OK; Appleton, WI); building on state and federal school-to-work public relations campaigns (Harrisburg, PA); beginning by asking employers to participate at low levels (Portland, OR; Baltimore, MD).

Further Challenges

Researchers observe that despite the success of these 16 programs, significant challenges still remain, such as: (1) trade-offs between scale and intensity (the most intensive school-to-work innovations are so demanding that is difficult to expand them to include large numbers of students); (2) the need for continuous, intensive staff resources for employer outreach, professional development and curricular changes; and (3) the need to improve the linkages between secondary and postsecondary institutions, which have been a lower priority for most initiatives.

STUDY METHODOLOGY

In each of the 16 sites telephone interviews were conducted with two to five individuals, including district staff, program coordinators, teachers, employers and postsecondary administrators. The sites had been visited by the authors in 1992 and 1993. The authors observe that the sites are not statistically representative of the school-to-work initiatives now operating in the country. They were created before the approval of the STWOA, and thus may reflect stronger support, motivation and experience.

EVALUATION FUNDING

The Commonwealth Fund, a private donor, Capital Markets Assurance Corporation, and the Ewing Marion Kauffman, Union Carbide, Metropolitan Life and Travelers Foundations.

GEOGRAPHIC AREAS

The sites studied were located in: LittleRock, AK; Los Angeles, CA; Oakland, CA; Fort Collins, CO; Indianapolis, IN; Cambridge, MA; Baltimore, MD; Tulsa, OK; Central Point, OR; Portland, OR; Harrisburg, PA; Easley, SC; El Paso, TX; Appleton, WI; West Bend, WI.

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Additional Resource: *Published too late to be included in this volume is Hershey, Alan et al. (1999). Expanding Options for Students: Report to Congress on the National Evaluation of School-to-Work Implementation, prepared for the U.S. Department of Education by Mathematica Policy Research, Inc.*

School-To-Work: New York

A Summary of:

NEW YORK STATE'S SCHOOL-TO-WORK INITIATIVE DEMONSTRATES PROMISING STUDENT RESULTS: Recent Findings from the Statewide School-to-Work Evaluation

July 1998, *STW Reporter*, Vol. 1, Issue 2, The Westchester Institute for Human Services Research, for the New York State School-to-Work Advisory Council

Overview

The New York State School-to-Work (STW) Advisory Council believes that all individuals, from pre-kindergarten children to out-of-school adults, should be provided with a variety of opportunities to: (1) attain high academic performance levels; (2) acquire workplace readiness skills; (3) improve self-awareness, personal talents and abilities; (4) understand and apply information about the world of work and (5) develop the skills necessary to be successful in postsecondary education, careers and lifelong learning. This research brief reports the initial results of a statewide evaluation of New York's school-to-work initiatives.

POPULATION

This study uses a sample of 525 high school seniors in 1997, randomly selected from 25 urban, suburban and rural high schools. The samples were representative of New York students, including those in New York City. In addition, a follow-up study of 200 students who had graduated from high school in 1996 was also conducted. The follow-up sample did not include students from urban districts; thus, findings based on this sample are generalizable only to suburban and rural populations.

Evidence of Effectiveness

The 1997 and 1996 samples were each subdivided into two groups: a group composed of students who actively participated in STW initiatives, and a comparison group of students with low to no involvement in STW. For the sample of 1997 high school seniors, researchers found that:

- 100 percent of STW students had a paid or unpaid work position at some point in high school, and 95 percent obtained their position through school compared with 73 percent and 16 percent in the comparison group
- more STW students than in the comparison group had taken advanced courses in algebra (58 percent vs. 43 percent); science (48 percent vs. 30 percent); and computer science (55 percent vs. 36 percent)
- as many STW students as those in the comparison group were planning to attend four-year (48 percent vs. 45 percent) or two-year colleges (24 percent vs. 27 percent)
- 77 percent of STW students, vs. 71 percent in the comparison group, felt challenged at school
- 66 percent of STW students, vs. 55 percent in the comparison group, never cut classes

On-the-job experience of the 1997 STW high school seniors, when contrasted with the comparison group, more often involved:

- solving problems (54 percent vs. 41 percent)
- working in teams (56 percent vs. 49 percent)
- learning and practicing new skills (55 percent vs. 32 percent)

For the sample of 1996 high school graduates who had been in STW programs, researchers found that:

- as many graduates in the STW group as in the comparison group were attending college full- or part-time (about 85 percent in each)
- 62 percent are very definite about their career plans vs. 45 percent in the comparison group

Current work experiences for the 1996 graduates who are going to college, when contrasted with college-going members of the comparison group, were found to:

- require more abilities and skills (86 percent vs. 67 percent)
- teach new skills that will be useful in the future (71 percent vs. 56 percent)
- demand skills that they are learning in college (74 percent vs. 30 percent)
- fit their long-range career plans (41 percent vs. 13 percent)

Key Components

STW is implemented statewide through 55 local partnerships comprised of public elementary and high schools, two-year colleges, labor and community organizations.

STW initiatives target children and youth, from kindergarten to age 24, in-school and out-of school. The initiatives are administered by the Office of Workforce Preparation and Continuing Education (OWPCE), which also administers the Tech Prep program. OWPCE, the New York State Department of Labor, and the New York State School-to-Work Advisory Council collaborate in the grant process and offer technical assistance to local partnerships.

A characteristic of STW in New York is its close relationship with Tech-Prep. Seven of the Tech-Prep coordinators in the state are also STW coordinators, and most partnerships have Tech-Prep coordinators sitting on executive boards or councils. Both programs have connections with local industries to expand funding and work opportunities. Faculty from both programs collaborate in training and development activities.

The State Department of Education developed a 'Best Practices Guide' in partnership with STW coordinators, two year college development staff and special education teachers, among others. The guide is available on-line at http://www.nysed.gov/workforce/stwbp.html.

Contributing Factors

Challenging Environment
The concern expressed by some parents and others that STW initiatives would negatively impact students' academic learning was not supported by the findings. Rather, students involved in STW felt challenged by both the schools and the workplace. In response, they enrolled in advanced courses in mathematics and science in greater numbers than students not involved in STW.

Sense of Career Direction
STW activities provide students with information and experience about the workplace to make better decisions about their future. Students also state that, through STW activities, they gain greater insight about their skills and abilities.

STUDY METHODOLOGY

The researchers surveyed both the 1997 seniors and the 1996 high school graduates. Students were randomly selected from schools statewide. The samples were adjusted for demographic, baseline grades and other factors to strengthen the validity of the research design. The surveys included questions on their involvement in STW activities, academic studies, career plans and work experiences.

EVALUATION FUNDING

The New York State Education Department, Office of Workforce Preparation and Continuing Education, School-to-Work Team.

GEOGRAPHIC AREAS

The evaluation addresses programs throughout New York State.

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Additional Resource: *The School-to-Career initiative in Philadelphia, PA, is a standards-based, K-16 system with a strong work-based learning component. Frank Linnehan, from Drexel University, has been studying this component and is expected to publish his preliminary findings this year. Dr. Linnehan can be contacted at linnehfa@drexel.edu.*

Tech-Prep: National

A Summary of: **FOCUS FOR THE FUTURE: The Final Report of the National Tech-Prep Evaluation**

1998, Mathematica Policy Research, Inc. (Princeton, NJ), by Alan M. Hershey, Marsha K. Silverberg, Tom Owens and Lara K. Hulsey

Overview

Since at least the 1980's, American public schools were being criticized for not adequately preparing students for the rapidly changing workplace. Critics also argued that schools neglected the 70 percent of students unlikely to complete a four-year college education. Responding to these concerns, in 1990 Congress passed the Tech-Prep Education Act, which was incorporated as Title IIIE of the Carl D. Perkins Vocational and Applied Technology Education Act. Title IIIE authorized federal funding to consortia of public schools and postsecondary institutions to develop career education programs which integrated academic and vocational education, thus providing a seamless sequence of courses geared toward the completion of a two-year associate's degree. The legislation also required an evaluation of the programs funded under Title IIIE. Following are the findings of the national evaluation of Tech-Prep programs, 1993 through 1997.

POPULATION

In School Year 1992-93, 173,000 students were identified as participating in a Tech-Prep program. In 1995, this number grew to 737,000, about eight percent of all high school students. In 1995, of the identified Tech-Prep students, 67 percent were white, 18 percent African American, 11 percent Hispanic, two percent Asian and one percent Native American. Tech-Prep students are similar to the overall public school student population in other characteristics as well. In 1994-95, nearly half of the Tech-Prep students were female, about one-third came from low- income families, seven percent had a disability, and four percent had limited English proficiency. In ten sites studied in-depth, about 60 percent of Tech-Prep students were ranked by their schools as in the middle two quartiles of their graduating classes, generally in the lower bottom of these quartiles.

Evidence of Effectiveness

Researchers found that:

- in 1993, 51 percent of all school districts offered Tech-Prep programs and, by 1995, 70 percent of the districts were involved in 1,029 consortia nationwide
- participation in Tech-Prep programs grew from five percent of all high school students in 1992-93 to 8.4 percent in 1994-95
- the average consortium tends to be large and includes over eight school districts, more than 11 secondary schools and about three postsecondary institutions (two-thirds are community colleges, but proprietary and apprenticeship programs are also involved)
- various forms of career development are offered by 85 to 100 percent of consortia in at least some of their schools

- only 25 to 50 percent of consortia offer most forms of career development in all schools

- the number of Tech-Prep students who held paid school-year jobs grew from about 9,000 in 1993-94 to 25,000 in 1994-95, while the percentage of identified Tech-Prep students involved remained constant

- from 1993 to 1995, the proportion of high school graduates identified as Tech-Prep students who entered a postsecondary program rose from 50 percent to 58 percent and the proportion of those entering a four-year college rose from 20 percent to 36 percent

Of the 486 Tech-Prep students responding to a follow-up survey in ten in-depth study sites:

- 72 percent were working 18 months after high school graduation

- about 50 percent of that group were working and going to school at the same time

- approximately 25 percent of the jobs held by these alumni were related to their career goals

- 26 percent of these jobs required skills that had been provided in their high school Tech-Prep courses

- fewer than three percent reported that their employment was connected to their postsecondary education programs

Researchers also observed that the states give considerable latitude to consortia in the design and implementation of the programs:

- ten percent of the consortia created the structured, career-focused programs originally proposed by the Tech-Prep legislation

- 40 percent focused on only one element of the Tech-Prep model, such as developing new articulation agreements between high school and colleges or promoting more applied academic classes

- about half of the consortia limited their focus to having guidance counselors encourage vocational students to take applied academic classes (in these cases, students do not perceive that they are choosing a Tech-Prep program or identify themselves as participating in a program leading to an advanced degree)

Key Components

To be eligible for Title IIIE funding, the Tech-Prep legislation listed seven elements required of local programs:

- articulation agreements between secondary and postsecondary institutions as a framework for creating "seamless" programs connecting secondary and postsecondary education
- a 2+2 design, in which the common core of math, science, communications and technology is implemented in the last two years of high school and serves as basis for two years of more advanced courses at the postsecondary level
- a specific curriculum appropriate to the needs of each secondary and postsecondary institution, so that the program makes full use of the schools' resources while taking into account student needs
- joint staff development for faculties in both secondary and postsecondary institutions to promote cooperation and common understanding of objectives and ensure the continuity of curriculum
- training for school counselors to promote effective student recruiting, retention and placement
- measures to ensure access for special populations, such as students with disabilities, economically disadvantaged students and students with limited English proficiency
- preparatory services, such as recruiting, counseling and assessment to help students understand their options and make informed decisions concerning program, course selection and career goals

Federal funds, under Title IIIE, are distributed to states, which award grants to consortia made up of local secondary schools and postsecondary institutions. The legislation does not specify how the Tech-Prep components must be articulated and leaves this decision to the states, local consortia and schools.

From 1991 through 1997, more than $568 million have been apportioned among the states under Title IIIE. Nearly 60 percent of all consortia rely solely on these grants. Grant per consortium vary from approximately $50,000 to $250,000 per year. In 1995, 69 percent of consortium coordinators surveyed cited a lack of resources as a problem affecting the implementation of their programs.

"We recommend persistence in developing Tech-Prep programs of study as an option for some students in most schools, to maximize chances of strengthening their success in school and their sense of career direction for the future. In those communities that embrace the value of organizing education around broadly defined career areas, the program of study model can become a foundation for changes that affect all students."

Hershey et al, 1998

Contributing Factors

Cooperation Among Professionals
Tech-Prep has helped open new lines of communication and cooperation among academic and vocational teachers, and secondary and postsecondary teachers. Through articulation agreements, the program has provided channels for exchange of information and increased the opportunities for teachers' professional growth.

Employers' Involvement with Schools
Tech-Prep has stimulated greater contact between employers and schools. Employers are working with school staff to develop technical curricula, promote the program to students and parents and provide work-related opportunities to students.

Focus on Academic Skills
In traditional vocational education programs, students were likely to take the minimum required in academic subjects. Tech-Prep encourages vocational students to enroll in more academic courses, particularly math and science, as foundations for more specialized, career-related credits.

Foster Interest in Career Guidance
Tech-Prep has helped increase interest in career guidance, promote awareness of career options, foster students' interest in technology and encourage career planning among high school students. Among the career development activities adopted by most consortia are career exploration software, classes on career options, employers' presentations in school, workplace visits and job shadowing. Many schools have also installed career resource centers.

Implementation Quality
Researchers concluded that Tech-Prep "as a structured program of study [that includes all seven elements] appears more likely to improve student outcomes than other approaches that emphasize individual elements of Tech-Prep in isolation."

STUDY METHODOLOGY

The five-year study had two objectives: to describe Tech-Prep implementation, and to identify effective practices and challenges. State-level Tech-Prep coordinators were surveyed in Fall 1993 and Spring 1997. Consortia were surveyed in Fall 1993, 1994 and 1995. An in-depth study of ten local consortia included four annual site visits and a follow-up study of a sample of students.

EVALUATION FUNDING

U.S. Department of Education, Office of the Under Secretary, Planning and Evaluation Service.

GEOGRAPHIC AREAS

The in-depth study included consortia in: Dothan, AL; Springdale, AK; Fresno, CA; Hartford, CT; Gainesville, FL; East Peoria, IL; Springfield, MA; Dayton, OH; Salem, OR; and Logan, WV.

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Tech-Prep: Texas

A Summary of:

EXECUTIVE SUMMARY: Evaluation of Tech-Prep in Texas, January 1998

TECH-PREP IN TEXAS: Status Report/ Summary of Statewide Data on Programs and Student Characteristics, an Update of the Impact of the Tech-Prep Initiative in the Governor's 24 Planning Regions, August 1998

Both evaluations by the Region V Education Service Center (Beaumont, TX), Carrie H. Brown, Project Director

Overview

As noted in the previous summary, Tech-Prep was initiated in the early 1990's to encourage high school graduates to enter postsecondary education and achieve an associate's degree or two-year certificate in a technical field, such as engineering technology, applied science, trade, mechanical, industrial or practical art, agriculture, health or business. Students also have the opportunity to enter bachelor's degree programs when interested. Title IIIE of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 defined the model and provided grants for the planning and development of Tech-Prep programs to consortia formed by educational agencies and postsecondary institutions. Tech-Prep programs often provide the foundation for school-to-career programs. In 1998, Texas completed its sixth year of implementation of Tech-Prep programs. The state currently has 25 consortia and 505 state-approved associate's degree programs.

POPULATION

In Texas, secondary school enrollment in Tech-Prep programs has grown from 11,398 in School Year 1993-94 to 68,922 in 1997-98. In this same period, Tech-Prep enrollment grew from 8,529 to 64,994 postsecondary students. Tech-Prep programs are offered in 95.2 percent of the counties and 78.3 percent of school districts serving 95.5 percent of the K-12 students in the state. All the urban and most suburban school districts have Tech-Prep programs. However, the majority of the programs are located in rural (32 percent) and non-metro districts (26 percent). In 1996-97, 55 percent of the students enrolled in Tech-Prep programs were white, 31 percent Hispanic and 11 percent African American; 37 percent were classified as "at-risk," 28 percent were economically disadvantaged, and nearly eight percent were special education students.

Evidence of Effectiveness

The evaluators compared students identified by school districts as participating in Tech-Prep programs (Tech-Prep students) with two other groups of students: (1) students taking vocational education credits, who were not participating in a coherent sequence of courses approved as Tech-Prep (other vocational students); and (2) students who were not taking vocational credits (non-vocational students). The results on the Texas Assessment of Academic Skills (TAAS) from 1995 to 1997 show that students identified as Tech-Prep in grade 10:

- increased their overall pass rates in all sections of TAAS by 16 percent while non-vocational students improved by 12.4 percent
- increased pass rates in the reading section of TAAS by 12 percent, in writing by four percent and in math by 15 percent, compared to 9.6, 1.8 and 11.8 for non-vocational students

Data collected by the statewide Public Education Information Management System (PEIMS) show that students identified as Tech-Prep students had a:

- 13 percent decrease in dropout rates (from 1.28 in 1994-95 to 1.11 percent in 1996-97), compared to a six percent decrease for non-vocational students (from 1.75 to 1.64 percent) and a 23 percent decrease for other vocational students (from 2.18 to 1.67 percent)
- 88 percent graduation rate since 1994-95, compared to a 82 percent rate for non-vocational and other vocational students

In a follow-up of three cohorts of high school graduates, an average 75 percent of Tech-Prep and 70 percent of non-Tech-Prep students were located. The follow-up indicated that:

- 26 percent of Tech-Prep students are working (non-vocational 23 percent; other vocational 30 percent)
- 31 percent are working and pursuing postsecondary education (non-vocational 25 percent; other vocational 27 percent)
- 19 percent are pursuing postsecondary education and not working (non-vocational 21 percent; other vocational 16 percent)

Representatives of school districts offering Tech-Prep programs indicated that the programs have:

- been of direct benefit to students (84 percent of respondents)
- increased interest in career and technology education programs in their districts (78 percent)

Key Components

The key components of a Tech-Prep educational program in Texas are:

- formal articulation agreements between secondary and postsecondary schools
- two or four years of secondary school plus two years of higher education or an apprenticeship program of at least two years (with a common core of required proficiency in mathematics, science, communications and technologies) leading to an associate's degree or certificate in a specific career field
- development of Tech-Prep education program curricula appropriate to the needs of consortium participants
- in-service training for teachers to effectively implement the curriculum
- training for counselors to improve student recruitment, graduation from the program and job placement
- equal access to the full range of Tech-Prep programs to members of special populations
- preparatory services to assist all program participants
- integrated occupational and academic learning

Although programs vary widely to fit local needs, most Tech-Prep programs offer:

- "seamless" extension of courses from high school to postsecondary education or training, usually at a community college
- integrated hands-on training with academics
- emphasis on technology through venues such as technology laboratories
- work-based experience, offered either through collaboration with local employers or through simulated worksite experiences at a school approved to offer Tech-Prep
- focus on individualized career guidance and exploration
- partnerships with school-to-work programs or adoption of school-to-work components
- job placement and assistance with transfer to four-year universities
- supports for minority students, those with limited English proficiency, from low-income families, re-entering school, or coming from special education programs

Currently, 49 of the 50 community colleges and community college districts, all three campuses of the Texas State Technical College and all three public, lower division postsecondary institutions in Texas are involved in Tech-Prep initiatives and have approved Tech-Prep Associate of Applied Science degree programs.

The most numerous programs are in business management and administrative services (23.2 percent of postsecondary and 39.3 percent of secondary program options), health professions and related science (16.6 and 8.9 percent respectively), engineering-related technologies (12.9 and 8.9 percent) and precision production trades (10.7 and 6.8 percent). Computer and information science is popular at the secondary level (13.3 percent), but less in the postsecondary institutions (5.9 percent).

Contributing Factors

Partnership Development

The implementation of Tech-Prep in Texas has contributed to increased involvement of business, industry, labor and the community at large in education. In 1997, 47 percent of Tech-Prep governing boards were composed of business, industry and labor representatives, 37 percent were education representatives, and 16 percent were community members. Partnerships between secondary and postsecondary education have improved course articulation, integration of program content and professional development.

Clear Educational Goals

Survey participants considered that Tech-Prep better prepares students for work and postsecondary education and provides greater focus and clearer goals for students. Participants also agreed that Tech-Prep programs have increased the awareness of career and technology education and improved its image throughout the state, even in districts that do not have Tech-Prep programs.

Postsecondary Connections

Tech-Prep programs go beyond high school years to include two years of postsecondary education. The curricula contain a common core of academic and technology education. Students are encouraged to complete the required credits for the more rigorous graduation plan (Recommended High School Program) or the advanced plan (Distinguished Advancement Plan). Upon completion of the associate's degree, they can also transfer to a four-year institution to earn a bachelor's degree.

Supporting Activities

Teachers, both in academic and technical courses, and counselors at the secondary and postsecondary levels are involved in training activities provided by each Tech-Prep consortium. These activities focus on professional development as well as student recruitment, achievement and job placement.

STUDY METHODOLOGY

A statewide survey was conducted with representatives of 600 of the 691 independent school districts in Texas approved to offer Tech-Prep programs (89.4 percent return rate), and 168 of the 282 school districts not approved to offer the programs (60 percent return rate). The survey covered all the essential elements of a Tech-Prep program. In addition, researchers used the Public Education Information Management System (PEIMS) database to evaluate student outcomes, using the School Year 1994-95 as baseline. The report also incorporates results of previous evaluation studies and input from Tech-Prep consortium personnel, representatives of agencies developing the programs and state agency staff.

EVALUATION FUNDING

The Texas Higher Education Coordinating Board with funds provided by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

GEOGRAPHIC AREAS

Tech-Prep programs are offered in more than 6,000 school districts nationwide. This study reflects the implementation of Tech-Prep in Texas.

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Turner Technical Arts High School: Florida

A Summary of:

WILLIAM H. TURNER TECHNICAL ARTS HIGH SCHOOL: Two for One and One for All, 1998, The New Urban High School: A Practitioner's Guide, The Big Picture Company and the U.S. Department of Education, Office of Vocational and Adult Education

WILLIAM H. TURNER TECHNICAL ARTS HIGH SCHOOL: A Statistical Profile, 1998, Internal Document

Overview

William H. Turner Technical Arts High School (Turner Tech) was founded in 1993 to provide inner-city youth with high academic and technical skills to prepare them for the 21st Century. Students who graduate from Turner Tech earn both a high school diploma and an industry-recognized certification. The school is operated by Miami-Dade County Public Schools and draws students from the entire county. Students who apply to the school are chosen on three criteria: attendance, conduct, and technical interest.

POPULATION

During School Year 1995-96, Turner Tech served 1,856 students. In School Year 1997-98, this number increased to 2,073 students. The majority of students were African American (57.4 percent), followed by Hispanic (36.5 percent). The proportion of white students has increased from 4.0 percent in SY 1996-97 to 5.3 percent in SY 1997-98. The proportion of students from other racial/ethnic backgrounds have increased in the same period from 0.4 percent to 0.8 percent. The majority of the students come from low-income areas and 85 percent qualify for free or reduced -price lunch. The school has 100 teachers, 55 percent of whom are white, 25 percent African American and 17 percent Hispanic.

Evidence of Effectiveness

Follow-up studies of the first Turner Tech graduating class of 184 students in 1996 showed that:

- 63.1 percent were enrolled in two- or four-year colleges
- 10.3 percent went to a technical/trade school
- 11.4 percent were working on jobs related to their field of study
- 2.7 percent had joined a branch of the armed forces

Follow-up studies of the 1997 graduating class, with 397 graduates, showed that:

- 71.5 percent were enrolled in two- or four-year colleges
- 11.8 percent were working on jobs related to their field of study
- 6.8 percent went to a technical/trade school

When compared to other Miami-Dade County high schools, Turner Tech has been:

- consistently below the district's dropout rate (2.7 percent vs. 8.85 percent)
- at or above the school district's average score for the High School Competency Test administered to all 11th grade students in the state (for the 1996 test, Turner Tech students averaged 73 in the communications part of the test and 66 in the mathematics test compared to the district's average of 67 and 66, respectively)

When Turner Tech 10th graders are compared to their statewide peers on the Florida Writing Assessment tests:

- 92.7 percent vs. 85.6 percent scored at 3.0 level or better in the Writing to Convince part of the test
- 87.6 percent vs. 86.7 percent scored at 3.0 level or better in the Writing to Explain part of the test

An overview of the scholarships provided by the Miami-Dade County Public Schools College Assistance Program to Turner Tech students shows an increase in:

- number (in 1996, 62 students received scholarships, increasing to 178 in 1997, and 218 in 1998)
- percentage of academic scholarships (in 1996, 67 percent of the scholarships were academic, increasing to 93.8 percent in 1997, and 94.2 percent in 1998)

Turner Tech has been recognized by many organizations as a model school and was nominated as one of the top ten New American High Schools (U.S. Department of Education); one of the five New Urban High Schools (U.S. Department of Education and The Big Picture Company); and one of the five national models of school restructuring (American Federation of Teachers).

Key Components

Currently, Turner Tech offers seven academies: Agriscience, Applied Business Technology, Health, Industrial Technology, NAF/Fannie Mae Foundation/ Academy of Finance, Public Service/Television Production, and Residential Construction. The school is also researching the possibility of developing a program in media production. Students select one of the academies as freshmen and select one of 22 areas of specialization in their sophomore year. The basic elements of Turner Tech's educational program are:

- an integrated curriculum, where academic subjects are blended into the career major (students must complete a sequence of core and technical courses to graduate)
- a "two for one" diploma (students receive both a high school diploma and an industry certification)
- hands-on experiences in actual workplaces and school-based enterprises
- teamwork (both students and teachers work in teams)
- programs based on job market projections and future job demand as determined by the U.S. Department of Labor

Contributing Factors

Teachers as Generalists
Teachers and administrators share teaching, administrative and counseling duties. In addition to their usual functions, teachers and administrators plan the units, develop curriculum and standards, counsel and guide students, and are expected to be role models.

Employer Involvement
Each academy has an advisory committee composed of local business and industry representatives. The committee advises on the skills students need to succeed in the workplace, in addition to offering internships and other opportunities to expose the students to real-world situations.

Learning Through Occupation
By exposing all students to academic and vocational subjects, Turner Tech eliminates the traditional division between college-bound and non-college-bound students. The number of Turner Tech students who pursue postsecondary studies shows that vocational training, when associated with high academic standards, is no deterrent to further education.

Students as Workers
Students learn work-related skills in all aspects of their school life. They are expected to demonstrate mastery on district, state, and national tests, and are required to maintain proper behaviors with an emphasis on integrity, trust and tolerance.

STUDY METHODOLOGY

For *The New Urban High School*, The Big Picture Company's staff visited 23 "highly regarded" urban high schools in 16 cities focusing on six basic elements: work-based learning, vocational-academic integration, mentoring, post-secondary links, career exploration, and supportive learning environments. The schools included in the report were considered for developing programs that excelled on these basic elements. The *Statistical Profile* includes follow-up studies of graduating students and data on school attendance, dropout and academic performance compiled by the Miami-Dade County Public Schools.

GEOGRAPHIC AREAS

William H. Turner Technical Arts High School is located in Miami-Dade County, FL.

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Union City School District: New Jersey

A Summary of:

UNION CITY INTERACTIVE MULTIMEDIA EDUCATION TRIAL: 1993 - 1995 Summary Report, April 1996, *CCT Reports*, Issue No. 3, by Margaret Honey and Andres Henriquez

THE UNION CITY STORY: Education Reform and Technology, Students' Performance on Standardized Tests, April 1998, *CCT Reports*, by Han-Hua Chang, Margaret Honey, Daniel Light, Babette Moeller, and Nancy Ross

Both evaluations by the Center for Children & Technology.

Overview

This summary examines the results of two simultaneous initiatives undertaken in Union City School District, New Jersey. In 1989, Union City was declared a special-needs district and was threatened with a take-over by the state. In response, the school district developed a five-year improvement plan, which included comprehensive curriculum reform, cooperative learning and teacher teams. This plan attracted Bell Atlantic-New Jersey, which was looking for a site to test a project for bringing technology to schools and communities through telephone networks. In Fall 1993, Bell Atlantic initiated a pilot program at Christopher Columbus Middle School by supplying computers to the school and the homes of its seventh grade students and teachers. As the students advanced to high school, the company added support for participating teachers. The District later expanded the technology trial into a comprehensive school and community-network covering all eleven schools in the district. The network, known as Union City Online, was funded by the National Science Foundation.

POPULATION

Union City, New Jersey, is the most densely populated city in the United States. Most of its 60,000 residents are immigrants from Cuba, and other Central and South America countries. The city has been classified as one of the 92 most impoverished communities in the United States, with 27.5 percent of its children below the poverty line. Union City School District serves approximately 9,000 students. Ninety-two percent of the students are Spanish-speaking. The pilot technology program served 135 seventh grade students and their families and 20 teachers at the Christopher Columbus Middle School, one of 11 schools in the district.

Evidence of Effectiveness

Between 1989 and 1997, the combination of new curriculum, teaching methods and the infusion of technology, resulted in a statistically significant:

- decrease in the student-mobility rate (from 44 percent in 1989 to 22 percent in 1995)
- improvement in standardized test scores for elementary school students (first grade students increased their scores by 45 percentile points in reading, 34 percentile points in writing, and 18 percentile points in math; fourth grade students increased their scores by 14 percentile points in writing)
- increase in test scores for middle school students (between 1992 and 1995 reading scores improved by 53.6 percent, writing scores by 42.9 percent, and math scores by 29 percent)

The pilot technology program helped to improve:

- communication among participants (teachers reported using the network to exchange ideas, plan joint projects, help substitutes maintain continuity, and communicate with students and parents; parents used the network to direct questions and comments to school staff)
- overall performance for students at the pilot technology school (more Columbus Middle School students qualified for the honors program and passed New Jersey's Early Warning Tests than students from other schools; intense and sustained access to technology had a particularly strong impact on writing skills)

In 1989, the state threatened to take over Union City schools because of a large number of deficiencies. In 1995, Union City students scored 27 percentile points above students in other special needs districts on the Early Warning Test. As a result of the comprehensive reforms, the New Jersey State Department of Education ended its monitoring procedures and fully certified the Union City School District.

"This unique institution of learning exemplifies the future school. The technology trial continues to have a major impact on students' accessibility to knowledge. It is truly a school without walls. Accessing the Internet permits the acquisition of global knowledge."
Robert Fazio, Columbus Middle School

Key Components

The reforms began in elementary grades and additional classrooms were added each year until all grade levels were affected. Similarly, the technology program was initiated with Bell Atlantic's donation of 44 computers to Columbus Middle School, with an additional 66 computers available for use by students and teachers. Currently, Union City is one of the most wired urban school district in the country. The reforms relied on four major elements:

- comprehensive curriculum reform based on a whole language approach, geared toward cooperative learning, developed by teams of teachers, and designed to be phased in gradually
- major scheduling changes (blocks of time of 74 to 111 minutes replaced 37 minute periods and all "pull out" programs to provide remediation were eliminated)

- increased in-service training (the teachers at Columbus Middle School were trained in use of computers and network environments; this training was expanded to all school staff and parents, and is now offered community-wide)
- infusion of technology (by 1997, all 11 District schools were linked in a network of more than 2,000 personal computers in classrooms, teacher and student homes, computer labs and media centers)

Contributing Factors

Strong Collaboration among All Partners
The project involved collaboration among the schools, community members and Bell Atlantic. The Board of Education supplied funding for multimedia needs and supported teacher training and time for teacher curriculum development meetings. Teachers were involved at every level of reform.

Parental Participation
A "Parent University," created as part of the district-wide reform plans, offers a variety of services to parents, including math, science and computer classes, ESL classes, and parenting skills workshops.

Increased Funding
The budget for the Union City School District increased from $37.8 million in 1989 to $100 million in 1997. Much of this increase was a result of New Jersey's Quality Education Act designed to eliminate some of the disparities between poorer and wealthier districts. A grant from the National Science Foundation, combined with additional funding from the state of New Jersey and the school district, enhanced the district's technical infrastructure.

STUDY METHODOLOGY

The impact of the enhanced technology was assessed by comparing test scores of students who had access to technology at home and at school with test scores of those who had access only at school. The impact of the educational reforms were evaluated by comparing student performance on standardized tests before and after the reforms were put in place. The impact of the reform on staff and parents was assessed through interviews.

EVALUATION FUNDING

Bell Atlantic-New Jersey Foundation, The Jerry Lee Foundation and the National Science Foundation.

GEOGRAPHIC AREAS

Union City, NJ.

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Youth River Watch: Austin, TX

A Summary of: **A River Runs Through It: Austin Youth River Watch, Final Report 1993-94**

December 1994, Office of Research and Evaluation, Austin Independent School District, Texas, by Jeannine Turner

Overview

The Colorado River Watch Foundation (CRWF) is a not-for-profit organization dedicated to the scientific study, preservation, and conservation of the Colorado River. In 1991, CRWF proposed that the City of Austin develop a program involving at-risk minority students in river monitoring activities, the Austin Youth River Watch Program (AYRWP). The program has three major goals: to improve the water quality of the Colorado River and its tributaries; to reduce the dropout potential of students through positive role model interaction; and to increase the participation of minority students in critical environmental issues and in technical careers that require an understanding of science and mathematics.

POPULATION

The outcomes provided in this evaluation apply to the 47 AYRWP participants during School Year 1993-94. Participants were 12 to 19 years of age and in grades 6 to 12. Seventeen were participating for their second year. Ninety-two percent of the students were identified as being at risk of dropping out of school, and 47 percent were over-aged for their grade level. Fifty-two percent of the trainees and 50 percent of the mentors were female. Twenty-three (50 percent) of the students were African American, 21 Hispanic, one Asian and one white. The ethnic composition of the mentors was four Hispanics, three African Americans, two whites and one Asian.

Evidence of Effectiveness

The 47 participants in AYRWP in 1993-94 came from eight area public schools, a private middle school, and a learning center; one participant was home schooled. Data was collected only for the 43 in public schools. When Austin Independent School District students who participated in the program were compared with similar students who did not participate, AYRWP participants were found to:

- be more likely to advance to the next grade level (only 2.9 percent of participants were recommended to be retained in the same grade level, compared to 9.2 percent of non-participants)
- be less likely to dropout of school (no program participant dropped out, compared to the average dropout rate of 8.8 percent for the school district)
- have a higher Grade Point Average (GPA for participants during Fall 1993 was 82.3, and for Spring 1994 was 81.8, compared to 79.2 and 79.3 for non-participants)

Also of note, eight of the seventeen 1992-93 participants who continued in 1993-94 were promoted to mentor positions.

The program was funded by the City of Austin with money from the water and wastewater utility rates, electric utility rates and drainage fees. Total funding for the program in 1993-1994 was $82,303, at a cost of $1,789 per student.

Key Components

AYRWP engages students in learning by involving them in real-life activities. Students are responsible for conducting water quality tests in the Colorado River and its tributaries. To conduct the tests, the students must:

- use mathematics, calculations and measurements
- understand chemical reactions
- write reports that are sent to the Lower Colorado River Authority and added to its database
- present their studies at a school symposium and at the annual river watch symposium

Eleventh and twelfth-grade students, experienced in river water monitoring, are hired to work with the younger at-risk "trainees." The mentors conduct chemical and biological monitoring with the trainees at a designated monitoring station located on one of the 22 creeks that feed into the Colorado River. Mentors are paid to tutor the trainees in mathematics and/or science for at least two hours per week and to perform the water quality tests.

The program runs Monday through Friday after regular school. Participants are recruited among at-risk students. They can enrol! in the program directly, or be recommended by teachers, parents or friends. Newly recruited students have a three-month probation period before being added to the roster. Middle school students who remain past the probationary period are treated as full members and are also paid for their participation in the water quality tests and in the tutoring sessions. Participants are involved in social activities that have water quality as the central theme. At the Annual Spring Student River Watch Symposium, participants present their monitoring data to community leaders and professional scientists.

Contributing Factors

Immediate Outcomes

Students were able to see improvements in their own behavior in a short period of time. Several reported that the program kept them "out of trouble" and "off the streets," while providing experiences, knowledge and gainful activities. Others indicated greater interest in science and in their own future after participating in the program.

Service to Community

The students' participation has expanded and enhanced the water quality database of the Colorado River and its tributaries and helped the monitoring process of the water that serves their own communities.

Reality-Based Learning

Students felt that the activities were useful and provided them with basic knowledge of mathematics, science, environmental issues and English. "Through the river watch, I've heard about more environmental issues and my knowledge about them has increased," declared one student. "We use math to figure out the [test] results, science to know what we are doing to help our Earth, and English to write in our journal about what we did," wrote another.

Enrichment Activities

To the question, "What did you most enjoy about your participation?" a student commented: "That it is helping me to learn more about science, and [I like] the money." Another student enjoyed "learn[ing] new things and meet[ing] new people." Some students emphasized the trips and the picnics. Others cited the workshops, symposium and seminars that they had attended. A student observed that "it's fun, because it's like a job, but not really."

STUDY METHODOLOGY

The researchers used interviews, student rosters, questionnaires and student data files to obtain information about student characteristics, grades, perceptions of program benefits and program activities. They also used the Generic Evaluation System (GENESYS) to compare the dropout and retainee statuses of participants with that of the overall school district.

GENESYS is a program used by the Austin Independent School Ddistrict's Office of Program Evaluation to evaluate the effectiveness of dropout prevention programs.

EVALUATION FUNDING

The Austin Independent School District.

GEOGRAPHIC AREAS

The students and mentors worked in monitoring stations across the City of Austin, TX.

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The Promising and Effective Practices Network (PEPNet)

The two evaluation summaries that follow are of programs recognized by the Promising and Effective Practices Network or PEPNet. PEPNet, an entity of the National Youth Employment Coalition (NYEC), recognizes programs for effectives practices that make a difference in the lives of youth. PEPNet has a network of recognized programs and shares "lessons learned" on effective practices used by the these awardees. Any organization, including schools, involved in youth employment/development initiatives serving youth 14-25 years old may apply to be recognized by PEPNet. Many initiatives use a PEPNet Self Assessment, determining their areas of strengths and weakness, to help improve their services and/or to prepare them to apply for PEPNet recognition. Applicants for recognition complete a PEPNet Application that is reviewed by a team of three or more experts from a panel of youth employment/development professionals.

Programs recognized by PEPNet must meet a set of "effective practice criteria" divided into five categories:

- ***Purpose and Activities***—having clear and well-understood aims and a coherent, well-organized set of components and activities to attain them.
- ***Organization and Management***—having engaged leadership and qualified and committed staff; working in collaboration with others; and using information and data to continuously improve.
- ***Youth Development***—conscious and professional reliance on youth development principles to identify or shape program activities and to drive the kinds of outcomes that are sought for young participants.
- ***Workforce Development***—conscious preparation of youth for the workforce; connecting successfully to employers; making appropriate use of training, workplace exposure, work experience and education; and consistently emphasizing the connection between learning and work.
- ***Evidence of Success***—collecting and making use of credible data or other measures that reflect the soundness of their goals, their operational effectiveness and their ability to achieve desired outcomes.

For further details on PEPNet, see Lessons Learned from 43 Effective Youth Employment Initiatives, PEPNet '98, The Promising and Effective Practices Network of the National Youth Employment Coalition, Washington, D.C.; the PEPNet website http://www.nyec.org; or contact Kate O'Sullivan, Director, PEPNet for Programs, National Youth Employment Coalition, (202) 659-1064, Fax (202) 659-0399 or ko@nyec.org.

CS²: Massachusetts

A Summary of:

CS² Evaluation, Supplemental Report Number 1, Analysis of CS² Impact on State Level School-to-work and Education Reform Activities

April, 1997, Center for Youth Development and Education, Corporation for Business, Work, and Learning (Boston, MA), by Lawrence Neil Bailis and Alan Melchior, Center for Human Resources, Heller Graduate School, Brandeis University, Waltham, MA

Overview

Communities and Schools for Career Success (CS²) promotes reform in public schools. It mobilizes resources to generate and support locally-adopted ideas, rather than promoting specific program models or organizational structures. This is accomplished primarily through three elements: (1) local governing boards or advisory committees that insure that CS² activities reflect the needs and desires of the broad community as well as those of the school system leadership; (2) three or more "change agents," called entrepreneurs, who work with community leaders to develop and implement the change agenda; and (3) a statewide intermediary organization to support the entrepreneurs and others in their communities with strategic and technical assistance on an ongoing basis. The reports describe and analyze the CS² approach from the initial planning in the School Year 1991-92 through the end of the School Year 1995-96, the second full year of CS² implementation.

POPULATION

The CS² approach is directed towards all students in the participating schools and school districts. Ethnic composition and economic status of CS² students vary from community to community. However, large proportions of these students fit the definition of at-risk youth. During School Year 1995-96, CS² entrepreneurs focused on school-wide systems change activities in all 29 schools in which they were active, along with project activities involving over 10,000 students.

Evidence of Effectiveness

Although the second year of implementation was too early to expect measurable changes in school-wide performance, a few schools already showed results, such as:

- at Putnam School in Springfield, MA, the proportion of students scoring at or above grade level on the Iowa Test of Basic Skills increased for both 9th and 10th graders from School Years 1994-95 to 1995-96 (for 9th graders, the increase was 89 percent in reading, 344 percent in math and 127 percent in language arts; for 10th graders, the increase was 84, 90 and 93 percent, respectively)
- in Goddard Elementary School in Brockton, MA, grades on homework increased 24 percent for 5th graders and 12 percent for 6th graders after the implementation of an after-school program

CS² also affected the growth of programs and strategies. Data from Spring 1996, when compared to Fall 1994, showed a substantial increase in student participation in:

- internships (from 15 to 240 students), mentor/mentee relationships (from 105 to 213), job shadowing (from 163 to 510) and field trips to workplaces (from 635 to 1,145 students)
- system change activities, such as classes where employers helped shape curriculum (from 260 to 1,280 students) and classes with integrated academic/vocational or career-related topics into the curriculum (from 1,016 to 2,583 students)
- academic, career-related, and youth development services (for example, in Brockton, the "Homework Cabaret" provided after-school tutoring for 2,100 students at elementary and junior high schools)

In 1997, CS^2 received national recognition from PEPNet for promising and effective practices in youth employment and development programming.

Key Components

All CS^2 communities are expected to develop strategies and approaches that reflect local conditions and the needs of students and employers. CS^2 encourages participating schools and communities to adopt a broad agenda that includes:

- promotion of a coherent career development program that encompasses all middle and high school students, offering a sequence of age-appropriate programs and activities for students at all grade levels (for example career fairs, job shadowing and mentoring by employers)
- a commitment to curriculum reform so that students can develop the foundation academic skills that are needed for long-term success in the labor market (for instance, in Leominster High School, the entrepreneur worked with English, civics and other teachers to develop career units for integration into the freshman curriculum)
- a commitment to professional development (for example, Brockton teachers took part in a month-long research internship at the zoo to develop and implement a new curriculum that addresses research and science careers)
- activities that promote the healthy growth and development of students, including provision of support services and working with community-based organizations in order to meet the non-academic needs of at-risk students

The Corporation for Business, Work, and Learning, formerly the Bay State Skills Corporation, serves as the intermediary body between the founders and local entrepreneurs and leadership. The training and support of its entrepreneurs involve informal contact on a weekly, and at times daily, basis and meetings of the entrepreneurs from all communities on a bi-monthly basis.

Contributing Factors

Role of Intermediary

CS^2 was founded on the premise that local school officials, business people and other community leaders often have the will and the commitment to promote systemic change in school systems, but frequently lack the time and other resources to make it happen. In order to fill this gap, CS^2 entrepreneurs develop close working relationships with school, business and community leaders and help them chart an appropriate course for the school system.

Community-Based Approach

The plans that the CS^2 entrepreneurs carry out are tailored to local circumstances and are developed in concert with the community leadership that is represented on governing/advisory boards. School officials and business leaders work with the entrepreneurs on an informal basis to develop plans, which are then ratified by the boards.

STUDY METHODOLOGY

Evaluation efforts focused on the impact of CS^2 on school and community systems. Evaluators participated in meetings of constituent groups, analyzed documents, and interviewed personnel at all levels of the school system (from superintendents to students), as well as business and community partners. They also conducted surveys of samples of teachers and students, and analyzed information about overall performance of the participating school districts.

EVALUATION FUNDING

DeWitt Wallace-Reader's Digest Fund, Massachusetts Department of Employment and Training, MassJobs Council, and Aetna Life and Casualty, New England, Hayden and Hearst Foundations.

GEOGRAPHIC AREAS

During the first two years, CS^2 was located in Boston, Brockton, Fitchburg/Leominster and Springfield, MA. Two other communities were selected in the Fall and Winter of 1996 (Barnstable and Amherst-Northampton). At the end of 1996, CS^2 entrepreneurs were working with at least 29 high and middle schools across the state.

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WAY Scholarship Program: New York

A Summary of:

Summary of WAY Scholarship Research,
December 1998, The Children's Village

Overview

Research shows that short-term job training programs are not successful in raising youth employment or earnings over the long run. To respond to this challenge, Work Appreciation for Youth (WAY) offers long-term job training for high-risk youth. The program focuses on helping youth learn skills and develop good work habits so they can become self-sufficient. WAY began in 1984 to help youth who were being discharged from The Children's Village's Residential Treatment Center (RTC). The RTC serves males removed from their families because of chronic abuse or neglect and/or because of serious emotional or behavioral problems. This study focuses on the highest level of the five-tiered program, called WAY Scholarship.

POPULATION

The Children's Village residents are generally referred by New York City's Department of Social Services as too disturbed to live in foster homes or other community-based settings. The majority experience multiple risk factors for school failure such as poverty, learning disabilities, behavioral problems, and traumatic family disruptions. Each year approximately 15-20 young men are inducted into the WAY Scholarship program. As of December 1998, the program had enrolled 265 youth in 14 cohorts. This report presents data on alumni who entered the program between January 1985 and January 1990 (the first six cohorts). Of the 93 youth enrolled in these six cohorts, 66 completed at least half of the five years of the program. At the time of enrollment, 89 percent of these 66 alumni were between the ages of 12-14, and the remaining were between 15-17 years old. When interviewed in 1997 they were between the ages of 20-28. Most (64 percent) of the alumni are African American, 20 percent are Hispanic and 15 percent are white.

Evidence of Effectiveness

By age 21:

- 51 percent of the alumni who had finished high school or the equivalent were in college or had attended some college
- 80 percent of the alumni were either high school graduates, GED recipients, or enrolled in a GED program, and only nine percent had dropped out of school (according to a study by the New York City Board of Education, 62 percent of at-risk students are either high school graduates or still enrolled in school at age 21)

In addition:

- work participation over the course of the five-year program ranged from 65 percent to 89 percent per year
- 68 percent worked at least four of the five years of the program

In 1997, the WAY program received national recognition from PEPNet for promising and effective practices in youth employment and development programming.

Key Components

The WAY program, designed for implementation in and after residential treatment, has five levels through which youth progress. Levels one to three take place on the campus of the RTC. The approach is highly individualized and designed around the participants' developmental stages. The thrust of the program at this stage is to link school and work success in the minds of the youngsters, to help youth acquire a work ethic and develop a sense of control over their lives and their futures. At each level, responsibilities and rewards increase as youngsters acquire good work habits and perform their duties well. The experience "ladder" is designed to give youngsters direct experience with work (unpaid, subsidized and employer-paid) and provide a firm foundation for adult employment. At level four, youth over the age of 15 can "graduate" to work in local businesses or internships.

The highest level of the program, level five, is called WAY Scholarship. WAY Scholars, once selected, remain involved in the program for about four years after they leave RTC. This phase of the program serves as long-term after-care focused on encouraging participants to stay in school, work part-time, and save for their future education or job training.

Key components of WAY Scholarship are:

- long-term counseling
- emphasis on school success and work experience
- incentives to save for the future through a matched savings plan
- life skills training
- a positive peer culture based on pride and a sense of "belonging"

Contributing Factors

Multi-Year Program
WAY enrolls participants younger and provides services longer than other youth employment programs. It utilizes the principles associated with child development theory in a highly individualized way, but always through the lens of developing school and work experiences which become progressively more demanding over the years.

Support and Follow-Up
WAY Scholarship ensures that participants continue to be supported and monitored for five years, long after they have left the Village.

Caring Adults
The WAY program is geared towards preparing youth for employment, and follows a structured course. It is integrated into the therapeutic milieu of the Village. The counselor who is assigned to the youth in the residential program also provides long-term after care services. Caring staff, in addition to WAY counselors assigned to each youth, play a key role in the program.

STUDY METHODOLOGY

The alumni study included youth in the first six cohorts who had completed at least half of the five-year program. WAY Scholars' progress was monitored using data maintained by the program office and the research department at Children's Village. Thirty-nine of the 66 alumni who completed the program were interviewed in 1997

GEOGRAPHIC AREAS

The youth at Children's Village are primarily from New York City or Westchester County, NY. The WAY program has been replicated as a community-based program in Philadelphia, Newark and Brooklyn, under sponsorship of the U.S. Department of Labor. Another replication has begun at Genesis Homes in East New York, sponsored by private foundations.

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English Development Programs

The five summaries that follow provide an overview of short-term outcomes of English development programs in California, New York, Pennsylvania, and Texas. Below is a description of English development programs which will help the reader understand this field.

Programs used to teach English to students with limited or no English proficiency (LEP students) may be divided into five basic models:

- ***English as a Second Language (ESL)*** - LEP students are placed in regular classrooms with native-English speakers to receive instruction in the core subjects (math, sciences, etc.). Language development instruction tends to follow a "pull-out" process, where LEP students are gathered in another classroom to receive special instruction in English for a few hours a day. As the students become more proficient in English, they eventually graduate from ESL and remain in regular classrooms full time.

- ***Bilingual Education*** - both the home-language and the target language (English) are used to teach all the subjects, including the core subjects. This model also uses self-contained classrooms to separate LEP students from the English speakers. The model is based on research proposing that students who are fully proficient in their native language will have an easier time learning a second language.

- ***Immersion*** - LEP students are taught only in English. In some schools, immersion students may be taught in self-contained classrooms, separated from the English-speaking students. In others, they will attend the same classes as their English-speaking peers and may obtain help from instructional aides or other students.

- ***Maintenance Bilingual Education*** - LEP students are mixed with English-speaking students. Part of the time the teacher speaks in a language other than English (generally the LEP students' home language). The rest of the time the teacher speaks in English. All subjects are taught in both languages. The focus is to preserve the LEP students' original language while providing them with opportunities to become proficient in English. The English-speaking students are also given the opportunity to become fully proficient in a second language.

- ***Transitional Bilingual Education (TBE)*** - LEP students are taught in their native language, while learning how to speak, read, and write in English. As their English improves, the time they spend in the native language instruction is reduced, until they switch into a regular classroom. The idea in this model is to maintain the students' progress in the core subjects, while they are acquiring English fluency.

ABACUS & ASHS: New York City

A Summary of:

The Academic Bilingual and Career Upgrading System (Project ABACUS): Final Evaluation Report, 1993-94

Auxiliary Services for High Schools (Project ASHS): Final Evaluation Report, 1993-94

Both evaluations by the Office of Educational Research, New York City Board of Education (New York, NY)

Overview

New York City has a variety of bilingual education programs aimed at helping its large student population with limited English proficiency (LEP). The programs are funded under Title VII of the Elementary and Secondary Education Act and are evaluated by the New York City Board of Education. This summary includes two of the programs evaluated during the School Year 1993-94. The **A**cademic **B**ilingual and **C**areer **U**pgrading **S**ystem (Project ABACUS) offers pre-vocational training in careers related to business, law or health to LEP students. **A**uxiliary **S**ervices for **H**igh **S**chools in Bilingual Resource and Training Center (Project ASHS) focuses on preparing students who are over the traditional high school age to take the GED.

POPULATION

During School Year 1993-94, ABACUS served 416 students from grades 9 through 12. Of these students, 44 percent spoke Cantonese, 17 percent Korean, 16 percent Mandarin, 15 percent Spanish and eight percent spoke a variety of other languages. Fifty-four percent were male and 96 percent came from low - income families. During this same period, ASHS served 4,732 students from grades 9 through 12. Project students spoke more than 16 different languages, mainly Spanish (68 percent), Creole (13 percent) and Cantonese (11 percent). Although the largest population was of Hispanic origin (68 percent), the Haitian population was the fastest growing. To be eligible for any of the two programs, students must score at or below the 40th percentile in the Language Assessment Battery test.

Evidence of Effectiveness

Students were assessed before entering the programs and their progress was monitored throughout the year. The programs' outcomes were also evaluated against their stated objectives. Research findings for Project ABACUS indicated that:

- of the 289 students who took the Language Assessment Battery (LAB), 53 percent showed gains with a statistically significant mean gain of 4.2 Normal Curve Equivalents (NCEs)

- 92 percent of the Spanish-speaking students and 96 percent of the Chinese students passed their native language tests
- approximately 90 percent of the students passed their courses in mathematics, science, social studies and computer science tests in the Fall semester, and over 80 percent passed the courses in the Spring semester
- the average attendance rate of Project ABACUS students was 96 percent compared to 87 percent for non-participant students in the same schools

The Project ASHS evaluation showed that:

- 96.8 percent of the 1,827 students with pre- and post-test scores on the SAT showed a post-test gain, with a statistically significant average gain of 16.5 points
- approximately 70 percent of students in English as a Second Language classes were promoted at least one level in English language proficiency
- 87.2 percent of the 125 students who completed pre- and post-tests in Spanish proficiency showed a gain, with a statistically significant average gain of 7.3 points
- 94.2 percent of the 379 students who completed pre- and post-tests in math improved their scores, with a statistically significant average gain of 7.4 points
- 80 percent of the students were referred to GED classes

Key Components

Project ABACUS provides:

- ESL classes
- native language instruction (Chinese, Korean and Spanish) 30 percent of the time or more
- bilingual content area subjects (social studies, sciences and mathematics)
- vocational education in business, law, and health careers (in the available languages)
- individualized and self-directed instruction (use of Plato program-computer assisted instruction and audio-visual equipment)
- field trips to increase students' familiarity with American culture and citizenship
- special after-school programs for Gifted and Talented students

Project ABACUS staff participated in workshops related to multicultural issues, including strategies to improve students' writing skills and self-esteem. Parents were offered afternoon and evening ESL classes, training workshops and orientation on employment and naturalization issues. Staff also encouraged parents of participating students to visit the school and meet with their children's teachers and project staff. Students remained in the program for approximately 15 months.

In addition to GED classes, Project ASHS offered:

- ESL classes
- Native language instruction (Chinese, Vietnamese, Greek, Haitian, Korean and Spanish)
- a flexible schedule (morning, afternoon, and evenings) on an open-enrollment basis
- assistance in career and vocational counseling

Contributing Factors

Individualized Planning
Project ABACUS staff assessed each student's skills at the beginning of the school year before developing an individual plan to guide each student throughout the year. Students also received individualized academic counseling and tutoring and their progress was monitored throughout the semester. Project ASHS teachers used a wide array of teaching strategies and techniques, including cooperative learning, small study groups and computer-assisted instruction.

Flexible Schedule
Project ASHS provided classes in the mornings, afternoons and evenings to respond to students' needs, especially as many immigrant youth work full time at early ages. The flexible schedule required a high degree of communication among day and evening staff, which proved to be difficult.

Vocational Focus
In Project ABACUS, vocational education courses are taught in the native language. Students used "MetroGuide" to find information on colleges or universities in the United States and met with resource specialists to discuss career options.

Cultural Heritage
Staff incorporated a multicultural perspective into all content area subjects. Project ABACUS schools offered Resource Rooms with newspapers, magazines and other material related to Spanish, Chinese and Korean traditions. Each site invited parents and community members to speak to students about their cultures. Project ASHS staff translated workbooks, reading materials and classroom worksheets into the students' native languages to facilitate learning.

STUDY METHODOLOGY

Researchers used pre- and post-tests to evaluate students' academic performance. The instruments used for Project ABACUS were the Language Assessment Battery Test (LAB) and the ELE, a standardized instrument prepared by New York City educators who are native Spanish-speakers. Project ASHS used the Stanford Achievement Test (SAT), La Prueba de Lectura, and the NYC Arithmetic Computation Test. On-site visits and telephone interviews were used to gather qualitative data on the projects' implementations.

EVALUATION FUNDING

New York City Board of Education.

GEOGRAPHIC AREAS

The two projects are located in New York City. ABACUS operates in Franklin D. Roosevelt and New Utrecht Schools in Brooklyn and William C. Bryant High School in Queens. ASHS operates in 29 sites throughout the city's five boroughs.

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¡Español Aumentativo!: Houston,TX

A Summary of: **A Transitional Bilingual Education Program For Secondary Hispanic Preliterates**

September 1995, Spring Branch Independent School District in collaboration with the University of Houston, by Renate H. Donovan and Julie K. Hodson

Overview

¡Español Aumentativo! is an one-year transitional program for Hispanic students of the Spring Branch Independent School District in Houston, Texas. The program focuses on developing Spanish literacy and English proficiency among secondary students who are at risk of dropping out or falling behind in their studies.

POPULATION

In School Year 1995-96, the Spring Branch Independent School District had 28,200 students, of which 630 middle and high school Hispanic students attended ¡Español Aumentativo! The level of native language literacy for these students varied between preliterate to low fourth grade. An additional 510 students per year received support from bilingual teacher assistants placed in area classrooms. Students also received intensive English instruction two to three hours per day.

Evidence of Effectiveness

The University of Houston evaluated the program from 1991 to 1995. Research findings indicated that ¡Español Aumentativo! students had:

- improved scores in the Texas Assessment of Academic Skills (TAAS) (while none of the students had passed the TAAS before the program, approval rates after the program were 12 percent in the writing test, 13 percent in reading and 9 percent in math)
- improved attendance rates (while in the program, students showed high rates of punctuality and class attendance, but attendance and punctuality decreased after they left the program)
- continuous improvement in English literacy (after one year in the program, the scores in the IDEA Oral Language Proficiency Test were 4.1, 4.6 and 6.1 for the program's cohorts 1, 2 and 3, as compared to 5.7, 4.6 and 4.4 for the three cohorts in the comparison group)
- continuous improvement in Language Arts (after one year in the program, scores on the 3R's Language Arts tests were 4.6, 6 and 7.47 for the three cohorts in the program, vs. the comparison group's scores of 5, 4 and 6.58 respectively)

Key Components

The program offered: Native language (Spanish) literacy classes; English literacy classes; content area (mathematics and science) in English and Spanish; computer training; activities requiring parental participation; and staff development activities.

Staff development was a major goal of the program. Staff were encouraged to attend college courses, in addition to professional development activities.

The project influenced other schools in the District to emphasize multicultural education and involve the growing number of minority parents in their activities. Students used computers to do written assignments, create bar graphs, pie charts, databases and spreadsheets, and write biographies and other stories. They also learned how to research topics using electronic media. Many of the students who could not read or write at the beginning of the project were writing in journals by the end of the school year.

The case worker became acquainted with the majority of the project's parents through personal contact, memos, and home visits and encouraged them to participate in the education of their children and their own education. She was also invited to have her parent meetings broadcast on television for the school district. The broadcast was continued the following year.

Contributing Factors

Dedicated Staff

Many teachers were native Spanish-speakers and capable of understanding cultural and linguistic differences among the students. The evaluator also observed that the project teachers spent more time in instructional activities and less in classroom management activities than non-project teachers. They used innovative practices to encourage communication among students and worked with them to improve their study habits and school-related behaviors.

Parental Involvement

The project's efforts to involve parents was deemed so successful, that the bilingual caseworker was requested to help other schools in the District. Through her efforts, by Year Four of the project, even in the schools without ¡Español Aumentativo!, more Spanish-speaking parents were participating in school activities than English-speaking parents.

STUDY METHODOLOGY

An independent evaluator from the University of Houston made site observations, surveyed teachers and students, and reviewed the data analysis conducted by the program administrators. Pre- and post-tests used standardized instruments adopted by the state. Comparisons were done with students who were similarly preliterate in Spanish but attended non-program schools.

EVALUATION FUNDING

Grant from the U.S. Department of Education.

GEOGRAPHIC AREAS

Spring Branch Independent School District, Houston, Texas. The program functioned in four middle schools (Landrum, Northbrook, Spring Oaks, and Spring Woods) and two high schools (Spring Woods High and Northbrook High).

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Project PRISM: New York City

A Summary of: **Pre-engineering Instruction/Science and Mathematics (Project PRISM): Final Evaluation Report 1993-94**

August 1994, Office of Research, Evaluation and Assessment, New York City Board of Education (New York, NY) by Ann Yanping

Overview

Pre-Engineering Instruction/Science and Mathematics (Project PRISM) is a Chinese bilingual education program with a twofold objective: to improve students' proficiency in both English and Mandarin and to offer a math/science/pre-engineering program that matches the academic backgrounds of the majority of Chinese bilingual students. The median time students participated in the project was ten months.

POPULATION

During School Year 1993-94, the project served 298 Chinese-speaking students in grades 9 to 12. The students scored below the 40th percentile on the Language Assessment Battery test, which assesses English proficiency. Ninety percent of the participants were born in the People's Republic of China and seven percent were from Hong Kong. The remaining students came from Malaysia, Vietnam, Taiwan, and Macau. Over 99 percent came from low-income families.

Evidence of Effectiveness

Students were assessed before entering the program and their progress was monitored throughout the year. At the end of the year, participant students had improved:

- English language proficiency (a statistically significant mean gain of 4.6 Normal Curve Equivalents between pre- and post-test scores)
- attendance rate (over 80 percent of participating students maintained an attendance rate of over 97 percent)
- dropout rate (no students dropped out of the program during the period of the study)
- native language proficiency (over 92 percent of participating students in the Fall semester, and 94 percent in the Spring semester achieved a passing grade of 65 or better)
- grades in math, science, and computer science (over 90 percent of participating students received a passing grade of 65 and above in the three subjects in both semesters)
- college enrollment rates (45 of the 47 students in the program were enrolled in college one year after graduation)

Key Components

"When J.S. first entered Seward High School in the middle of the semester, he was bewildered and unhappy. He had recently come from a rural area in China, and did not speak much English . . . Project PRISM staff were able to help him adjust to the new environment and make friends. He joined the Seward Park Chinese Culture Club and started to take part in the after-school activities held by the Chinese-American Planning Council. By taking advantage of the project's tutoring program, J.S. was able to catch up with his classmates. He took advantage of the bilingual nature of the project classes to continue his education without being held back by his lack of English proficiency."

New York City Board of Education

Project PRISM was funded under Title VII of the Elementary and Secondary Education Act (ESEA). It operates at Seward Park High School in lower Manhattan. This area has the highest concentration of Asian American students in New York City. Of the 3,202 students in School Year 1992-93, 38 percent were of Asian origin. Major features of the project were:

- English as a Second Language
- Native Language Arts
- bilingual content in mathematics, science and pre-engineering
- tutoring
- parental education in English as a Second Language and workshops
- staff development courses in bilingual education and core subject areas
- development of a Chinese-English glossary for the engineering course

To qualify for the program, students had to score at or below the 40th percentile on the Language Assessment Battery (LAB). Candidates were also interviewed by the project director and responded to a questionnaire which indicated interests in the core areas: mathematics, science, or engineering. In addition, students had placement tests in all subjects.

Teachers used a wide array of strategies and techniques, including bilingual methodologies, team teaching with paraprofessionals assisting monolingual teachers, laboratory experiments in science, news articles to develop students' native language proficiency, and story telling and cooperative learning in ESL. Students participated in field trips and a variety of cultural experiences.

Project staff was offered the opportunity to take college credits in bilingual education, mathematics, science, engineering, computers or related subject areas. The project's faculty was also exposed to relevant in-service training and workshops.

Contributing Factors

Cultural Activities

Students were actively involved in sports and cultural activities through the school's Chinese Cultural Club. Club members provided community work, such as serving as interpreters for parents during Open School Night and at neighboring elementary schools. The Club also promotes an annual theatrical performance, the China Nite, which involves students, staff, alumni and community members.

Parental Involvement

Parental participation is a major goal of the project. Parents were involved in outings and cultural activities, received classes to improve their English proficiency, and were supported in making connections with social and other community services. Staff made home visits and contacted parents to provide feedback. The project also used community newspapers to urge parents to make sure students attended school.

Staff Development

Staff were offered many possibilities for improvement. Five project staff took college courses in bilingual and computer education. The project director participated in an Education Policy Fellowship Program. The project's faculty attended over ten workshops and in-service training sessions on multicultural issues, in addition to out-of-town conferences. Finally, project staff conducted four in-service workshops on teaching mathematics and science.

STUDY METHODOLOGY

The evaluation design used pre- and post-test scores and reported the data in Normal Curve Equivalents (NCEs). NCEs are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in NCEs in the absence of supplementary instruction. The students responded to standardized tests at 12-month intervals. T-tests were used to establish the statistical significant of the differences in pre- and post-test scores. The Language Assessment Battery (LAB) was used to evaluate progress in English. The LAB is a standardized test adopted throughout New York City to assess English proficiency for non-native speakers. In addition, the evaluator visited the school, observed class activities, and conducted telephone interviews with the project director.

GEOGRAPHIC AREAS

Seward Park High School, lower Manhattan, New York City.

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Santa Ana Unified School District: California

A Summary of:

Evaluation of English Language Development Programs in The Santa Ana Unified School District: A Report on Data System Reliability and Statistical Modeling of Program Impacts

1997, California Educational Research Cooperative School of Education, University of California, Riverside, by Douglas E. Mitchell, Tom Destine, and Rita Karat

Overview

The Santa Ana Unified School District (SAUSD), in California, offers a variety of programs for students who have Limited English Proficiency. During the summer of 1996, the SAUSD Board of Education sponsored a district-wide evaluation of these programs. The evaluation indicated that students who attended the English Language Development (ELD) programs, particularly Immersion and Transitional Bilingual Education (TBE), made substantially more progress toward English fluency than those who remained in regular (mainstream) classes. However, differences in academic achievement in reading and math seemed to be primarily related to students' characteristics rather than program effectiveness.

POPULATION

In School Year 1996-1997, SAUSD had 53,026 students from kindergarten to grade 12. Nearly 90 percent were Hispanic, five percent Asian, four percent white, and about one percent African American. Approximately three out of every four students lived in poverty. More than 31 non-English languages are spoken by SAUSD students, with nearly two-thirds speaking Spanish. About 68 percent of the SAUSD students receive English Language Development (ELD) services.

Findings

Researchers analyzed the records of all SAUSD students receiving English Language Development (ELD) services, from kindergarten to high school, for English language fluency, academic performance and school attendance. Research findings indicated that:

- on average, a student with limited English proficiency (LEP) takes at least five to eight years to achieve full English fluency
- students in either TBE or Immersion programs make substantially more rapid progress toward English fluency than do those who remain in the mainstream program
- students assigned to TBE programs in kindergarten tend to be a full English Language Development level below those assigned to other language programs; by grade 5, they have closed the gap to a third of a level below the other students

- regardless of student grade level, TBE programs tend to facilitate English language learning at the first and last stages, while the Immersion program works best at the middle stages
- the progress of middle-school students across the various English language development levels is typically slower than that for elementary and high school students
- year-round schools when compared with traditional calendar schools have consistently higher rates of student progress during the middle stages of language acquisition and generally lower rates at the first and last stages

Key Components

Theoretically, students in TBE programs initially receive instruction in their native languages and, with time, the native language instruction is replaced by English. In contrast, students in English Immersion programs are not expected to receive instruction in their native languages. In practice, the researchers found that:

- teachers use a variety of techniques to reach their students and very few students are exposed to only one specific technique throughout their school years
- TBE programs predominate in elementary grades (some elementary schools have as much as 88 percent of their students enrolled in TBE programs, while less than 10 percent of high school students are served by these programs)
- teachers in TBE programs are younger and less experienced than those in Immersion or mainstream programs, but education levels are similar

Contributing Factors

"In California, with the nation's largest non-English speaking population, bilingual education is both an educational concern and a highly charged political issue."
California Educational Research Cooperative

Primary Language
Researchers observed that students whose primary language was other than Spanish moved faster than their Spanish-speaking peers at the first stage of English language acquisition, but moved slower in the middle and last stages.

Length of Exposure to School
Another factor that contributes to LEP students' academic achievement is the length of exposure to school. LEP children who begin ELD programs in elementary years tend to progress faster than those who start the programs later. English acquisition is also faster for students who remain in the same school than for students who move from one school to another.

Teachers' Level of Experience
Researchers found that the higher the teacher's level of education, training in language development instruction and experience, the faster students tend to progress in language acquisition.

STUDY METHODOLOGY

Researchers evaluated the existing data tracking system for reliability and validity of the data collected. Researchers then employed Survival Analysis and General Linear Modeling statistical techniques to evaluate the effectiveness of various language programs in meeting the needs of students and to estimate the length of time it takes students to move into high levels of English proficiency. The researchers examined the records of all 53,026 students enrolled from kindergarten to 12th grade, including their test scores in reading and math. The study includes a comprehensive literature review on bilingual education.

EVALUATION FUNDING

Santa Ana Unified School District Board of Education.

GEOGRAPHIC AREAS

Southern California.

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The full text is available on-line at: http://www.education.ucr.edu/CERCsite

Success for All/Exito Para Todos

A Summary of: **Success for All/Exito Para Todos: Effects on the Reading Achievement of Students Acquiring English**

February 1998, Center for Research on the Education of Students Placed at Risk (CRESPAR), Johns Hopkins University, by Robert E. Slavin and Nancy A. Madden

Overview

Success for All is a comprehensive program for elementary school students that focuses on prevention of and early, intensive intervention in potential learning problems. Success for All addresses learning problems through a three-pronged approach: high-quality instruction from kindergarten onward, improved school-family links and one-to-one tutoring of primary-grade students who are having difficulties with reading. Although Success for All was originally designed for English-speaking at-risk children, it was adapted to Spanish Bilingual programs and English as a Second Language programs. The name "Success for All" refers to the original program for English-speaking children or to the adapted programs for non-English speaking children. "Exito Para Todos" refers specifically to the bilingual program adapted for Spanish-speaking students.

POPULATION

Success for All is offered in elementary schools that serve a high population of at-risk children, including particularly those learning English as a second language. The program is adapted for grades K to 6. In Philadelphia's Francis Scott Key School, where the first application of Success for All began, more than 60 percent of its 622 students entered the school speaking Cambodian or other Southeast Asian languages. Ninety-six percent of the students qualified for free lunch. Philadelphia's Fairhill Elementary School, where the bilingual Exito Para Todos program was first implemented, served a student body of 694 students. Seventy-eight percent were Hispanic and 22 percent were African American. Ninety-three percent qualified for free lunch. El Vista Elementary School in Modesto, CA, which also used Exito Para Todos, served a student body speaking 17 languages.

Evidence of Effectiveness

Evaluators compared Success for All/Exito Para Todos students to comparison groups and found that, after a year:

- Asian fifth-graders retained a level 2.8 years higher
- for non-Asian students, reading levels were at least a full grade equivalent higher
- Asian fourth-graders completing Success for All/Exito Para Todos had a reading level 2.9 years higher
- reading grade levels for Spanish-speaking first graders were 1.4 grade levels higher

Key Components

Success for All/Exito Para Todos includes the following components:

- one-on-one reading tutors (may be bilingual tutors)
- a "regrouped" reading program in which students who are regularly assigned to heterogeneous, age-grouped classes are regrouped for a 90-minute period according to reading performance levels
- eight-week reading assignments after which teachers assess students and make program adjustments
- ESL instruction offered either in a group setting or individually
- Family Support Teams which provide opportunities for parenting education and involvement
- a program facilitator who works at each school full-time to oversee operations

Contributing Factors

Coordination of Classroom Activities
Tutors, reading teachers, ESL teachers and others successfully coordinate classroom subjects and activities. Teachers regularly meet to coordinate their approaches for individual children.

Engaging Activities for Students
Reading and academic basics are taught by traditional means and through engaging activities that encourage the development and use of language. The program offers a balance of academic readiness and non-academic music, art and movement activities.

Links Community Service Agencies
Students who are not receiving adequate sleep or nutrition, need glasses, are not attending school regularly, or are exhibiting serious behavior problems are referred to appropriate community service agencies.

Parental Support
Through Family Support Teams, parents have an open forum to discuss with teachers the progress their child is making.

STUDY METHODOLOGY

The report evaluates the results of Success for All/Exito Para Todos in two elementary schools in Philadelphia, three in California and two in Arizona. It also cites the study of Exito Para Todos currently underway in Houston. Evaluators based their reports on grade levels and academic achievements. They compared Success for All/Exito Para Todos participants to similar groups of students attending other language development programs. Some evaluations were based on three scales found in the Woodcock Proficiency Battery: Word Identification, Word Attack and Passage Comprehension.

EVALUATION FUNDING

Office of Educational Research and Improvement, U.S. Department of Education.

GEOGRAPHIC AREAS

The evaluation focused on sites in: Philadelphia, PA (Francis Scott Key School and Fairhill Elementary School); Southern California (Fremont, Wright and El Vista elementary schools); Arizona; and Houston, Texas.

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Building Strong Communities

AmeriCorps: State/National

A Summary of:

MAKING A DIFFERENCE: Impact of AmeriCorps*State/National Direct on Members and Communities 1994-95 and 1995-96, 1999, Aguirre International (San Mateo, CA)

Overview

Established by the National and Community Service Trust Act of 1993, AmeriCorps provides grants for programs that involve youth and young adults in local community service activities, mostly on a full-time basis, in exchange for living stipends and postsecondary education awards. Two-thirds of the grants go to State Commissions on National Service that select local programs for funding. The remainder goes directly to national programs and special initiatives chosen through a competitive process. Non-profit organizations, federal, state and local government agencies and Indian tribes are eligible to apply. Applicants are required to demonstrate local support by raising matching funds from business and other sources. At the end of 1995-96, 448 programs had been funded nationwide. Of these, 342 programs were funded through the State Commissions and 106 directly funded (National Direct). AmeriCorps programs address at least one of four broad areas: education, human needs, public safety and the environment.

POPULATION

During its first year, AmeriCorps recruited 17,341 members. The quality of member selection process varied significantly, and almost all programs experienced high member turnover. In the second year (1995-96), the number of members rose to 18,696 and most programs improved their selection process to better match member backgrounds and interests, services to be provided and supervision models. All members received a variety of initial and ongoing training. Two-thirds of AmeriCorps members had attended at least some college and 14 percent had not completed high school. AmeriCorps members who completed the Life Skills Inventory part of this study were more likely to be female (70 percent), 21 to 25 years old, and employed, but earning wages at or below the poverty line. Nearly half were white, 25 percent were African American, and 13 percent Hispanic. Five percent reported a disability.

Evidence of Effectiveness

During 1995-96, a survey of 310 AmeriCorps programs found that more than nine million people benefited from the services provided by AmeriCorps members, including:

- 1.9 million students received educational services such as tutoring, mentoring, after-school programs, in-school activities, peer tutor training and others

- 75,000 young children received care, instruction or immunization
- 25,000 families received training in parenting skills
- 3.3 million individuals received educational, health and other services, such as GED preparation, independent living assistance, child care and transportation support
- 3.7 million benefited from environmental and neighborhood projects, such as restoration of park lands, help with redevelopment events, and renovation of community buildings

A random sample of AmeriCorps members responded to a self-report Life Skills Inventory before and after their participation in the program. Analysis of the responses shows that:

- 76 percent showed statistically significant gains in all five life skills areas (Communication, Interpersonal, Analytical Problem-Solving, Understanding Organizations and Using Information Technology)
- information technology was the skill area with the smallest gains
- gains were more significant for members who were younger (17 to 21), female, low-skilled, but with some employment history
- all ethnic groups experienced substantial skill gains, but Hispanics who had low skills at entrance reported the greatest gains
- human services programs and well-designed programs were associated with greater skills increases
- the ethic of service, personal development/self-discovery, and experiences of diversity were reported by AmeriCorps members as the most significant service experience to them

Surveys of AmeriCorps members indicated that:

- 51 percent expected to use their education award to pay for college, 18 percent to attend graduate school and five percent to pay for job training
- four in ten members were enrolled in an educational program while in AmeriCorps
- the vast majority will need to supplement the awards with other forms of financial aid and through part-time or full-time work in order to continue their postsecondary education

Researchers estimated that the average benefit-cost ratio of AmeriCorps programs was 1.66, that is $1.66 of benefit for each dollar invested.

"[T]he effects of AmeriCorps on America's community institutions are profound. AmeriCorps has served as a catalyst for change in how community organizations operate and deliver services. AmeriCorps has made great progress in meeting the challenge of helping community organizations provide targeted services in an efficient and accountable manner."

Aguirre International

Key Components

The Corporation for National Service launched AmeriCorps, provides it with national identity and oversees funding to the states. States appoint Commissions to administer the state-level programs and determine the community service focus. The programs attract a diverse range of sponsors, including school districts, community-based organizations, national non-profits and local government agencies. AmeriCorps programs vary greatly in terms of number of participants and types of service performed. The common elements, required by the National and Community Service Trust Act of 1993, are:

- stipends for full-time participants ranging from a minimum of $8,730 to a maximum of $17,460 annually (1998 dollars)
- education awards of $4,725 for full-time participants after one year of service
- projects that address education, human services, public safety and/or environmental needs of the local communities

Contributing Factors

An in-depth study of a random sample of eight AmeriCorps programs showed that successful programs:

- are well-designed with clearly-defined objectives focusing on a needed service
- incorporate effective recruitment, training, supervision and partner coordination
- have solid management that can respond to challenges, solve problems effectively and incorporate feedback to improve service and member morale

STUDY METHODOLOGY

Researchers used data from project grant applications, reports to the CNS, member enrollment/exit forms, and an Annual Accomplishment Review of 310 programs. They also used interviews, questionnaires and a skills inventory with a random sample of AmeriCorps members and non-members.

EVALUATION FUNDING

Evaluation commissioned and funded by the Corporation for National Service.

GEOGRAPHIC AREAS

AmeriCorps programs span the United States.

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AmeriCorps: Hartford, CT

A Summary of:

HARTFORD AMERICORPS PROGRAM: Final Evaluation, September 1996, Corporation for Public Management

HARTFORD AMERICORPS: An Assessment of Evaluation Data, June 1997, Urban Policy Strategies (New Haven, CT), by Marta Elisa Moret

Overview

The Hartford AmeriCorps program is a component of Southend Community Services, Inc., a non-profit organization that provides direct services in child care, elderly services, and youth development and employment. The program focuses on training AmeriCorps participants to provide tutoring, homework assistance, community leadership activities and special learning projects to local elementary school children. Recently, the program established a "Kids' Corps," which engages school children in mentoring and service-learning activities. The program is funded by Southend Community Services, Inc, with the support of the Corporation for National Service, Connecticut Commission on National and Community Service, City of Hartford, Bank of Boston, The Hartford, Phoenix Home Life, Fleet Bank and United Technologies Corporation.

POPULATION

The Hartford AmeriCorps trained 30 high school- and college-age young adults to assist 450 children in four elementary schools in the city's most economically deprived area. Of the AmeriCorps participants, over 80 percent were women, 42 percent were Latino, 38 percent African American and 20 percent white. Over 20 percent had a Bachelor of Arts degree and 46 percent were high school graduates, 20 percent were in college or had completed a GED and 20 percent dropped out of high school before joining AmeriCorps.

Evidence of Effectiveness

The Hartford AmeriCorps program benefited all those involved. The children being tutored by AmeriCorps members improved:

- the quality of homework assignments (teachers reported that 75 percent of the children being tutored improved their homework)
- the quantity of homework assignments completed (teachers reported a 67 percent increase in completed assignments)
- their understanding of the importance of homework for their learning (before the tutoring started, 48 percent of the children considered homework important, while after the tutoring, the percentage had increased to 88 percent)
- levels of self-esteem, personal worth and ability to do well (74.6 percent self-reported high self-esteem at the end of the project, as compared to 65.7 percent at the beginning)

Young adults who volunteered expressed:

- overall satisfaction with the Hartford AmeriCorps experience (a mean rating of 3.8 on a scale of 5 in 1996 and 3.5 in 1997)
- enthusiasm about the tutoring program (70 percent praised the program in 1996 and 80 percent in 1997)
- interest in pursuing a teaching career, which they credited to their AmeriCorps experience (23 percent of the participants reported that they had decided to be teachers after their participation in the tutoring project)

The community at large gained:

- six after-school community learning centers serving a total of 150 students per semester
- 440 students tutored
- 300 students served in homework clubs
- 4,625 hours of community service projects in the neighborhoods served by the target schools

Key Components

The Hartford AmeriCorps project provided:

- one-on-one tutoring and homework assistance on a daily basis throughout the academic year to about 400 elementary school children (each member interacted with four to eight children)
- assistance in the preparation/completion of personal development plans for participants
- training to 30 young adults on how to be a tutor
- training in topics such as domestic violence prevention, child abuse prevention, CPR/First Aid, conflict resolution and peer mediation
- a two-to-one mentoring relationship for 60 children

Contributing Factors

Broad Funding Support
AmeriCorps Hartford receives funding support from a broad group of public and private organizations. This support ensures the program's sustainability.

Clear Aims for the Program
AmeriCorps staff kept a strong focus on the main goal of the program: to deliver services to the schools. If peripheral objectives interfered with the main goal, they were modified or abandoned.

Problem Solving Attitude
The diverse nature of the services being provided, the young age of the tutors and the limited administrative resources of the program were some of the challenges that AmeriCorps staff had to overcome during the initial implementation phase. To respond to the challenges, staff developed an orientation and on-going training program, a member handbook and a thorough interview process for selecting volunteers.

STUDY METHODOLOGY

The two evaluations of the Hartford AmeriCorps are based primarily on self-reports of participants (members, students, and teachers), site observation and record review.

EVALUATION FUNDING

Evaluation commissioned by Hartford AmeriCorps.

GEOGRAPHIC AREAS

AmeriCorps programs span the United States in rural, suburban and urban areas. The Hartford AmeriCorps evaluations focus on activities implemented in four elementary schools in Hartford, CT (Maria Sanchez, Parksville Community, Fred D. Wish and Ramon E. Betances).

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Additional Resource: *Urban Policy Strategies completed Final Evaluation Report of Connecticut AmeriCorps State 1997-1998, also by Marta Moret. AmeriCorps in Connecticut accepts members from 17 to 60 years old.*

Learn & Serve America

A Summary of: **NATIONAL EVALUATION OF LEARN AND SERVE AMERICA SCHOOL AND COMMUNITY-BASED PROGRAMS: Final Report**

July 1998, by Alan Melchior, Center for Human Resources, Brandeis University (Waltham, MA) and Abt Associates Inc. (Cambridge, MA)

Overview

Learn and Serve America School and Community-Based Programs were established by the National and Community Service Trust Act of 1993. The program, administered by the Corporation for National Service (CNS), provides grants to states and national organizations to be distributed to individual school districts, schools and local organizations. Learn and Serve aims to involve school-aged youth in activities that link meaningful service in the community with a structured learning experience. Its goals are to help young people develop civic and academic skills, promote the integration of service and academic curriculum in schools, and support communities in the delivery of needed services. For more information on the program, see the preliminary report summarized in *Some Things DO Make a Difference for Youth*, pp. 117-119.

POPULATION

Researchers analyzed 17 school-based sites across nine states involving 606 participants. Of these, 435 were high school students and 173 were in middle school. Sixty percent of all participants were female, 58 percent were white, 19 percent Hispanic, 17 percent African American and 4 percent were Asian, Native American or multi- cultural. English was the first language of 95 percent of participants, 38 percent were from economically disadvantaged backgrounds, 29 percent had been involved in delinquent behavior in the previous six months, and 45 percent had participated in a service-learning class in a prior year. The comparison group was composed of 444 high and middle school students with similar demographic characteristics.

Evidence of Effectiveness

The preliminary report showed that participating students and community agencies provided strong, positive assessments of the program when responding to the surveys or in interviews with researchers. In addition, short-term impacts of the program also showed that, relative to the comparison group, participant students, regardless of gender, socio-economic background and ethnicity:

- scored significantly higher on measures of civic attitudes and volunteer behavior
- had much higher grades in mathematics and moderately higher grades in science and core grade point averages (a combination of English, math, science and social studies grades)

- were significantly less likely to be arrested and somewhat less likely to get pregnant (these effects were felt only by middle school students)

The final report provides information on impacts of the program on participants, one year after they completed the service program. Follow-up data indicate that:

- the differences between participants and comparison group members had declined
- participating students who were in high school, relative to the comparison group, still showed statistically significant higher
  - scores on service leadership measures (about 4 percent higher)
  - grades in science (15 percent higher)
- participating students who were in middle school were less likely to be arrested than comparison group members, although the difference was marginally significant
- participants who had continued their involvement in organized service activities showed stronger long-term impacts on measures of civic/social attitudes than those who had been in the program only once

A cost analysis of the program showed that:

- the estimated value of services provided by each participant in 1995-96 was $587.87
- the average cost per participant that same year was $149.12
- thus, on average, participants produced services valued at nearly four times the program cost
- in addition, gains in attitudes and academic performance represent additional benefits not included in the cost analysis

Researchers observe that it is important to recognize the limitations of the grants as vehicles for comprehensive institutional changes and suggest that research on the long-term and cumulative impacts of the programs must continue.

"When compared to other studies, the results from this evaluation also lend support to the argument that 'well-designed,' 'fully-implemented' service-learning programs are more likely to produce positive impacts on participating youth. As such, the findings highlight the importance of the Corporation and the states continuing their emphasis on improving the quality of local service-learning programs. The more that Learn and Serve programs begin to resemble the more intensive, fully-implemented service-learning efforts in this study, the more likely those programs will meet the goals of the national community service legislation."

Melchior, 1998

Key Components

Service-learning integrates:

- meaningful service activities in the community
- a formal educational curriculum, either as part of a core subject (English, social studies) or an elective course
- structured time for participants to reflect on their experience

Programs varied according to the schools. For instance:

- Wanamaker Middle School (Philadelphia, PA) has a Creative and Performing Arts cluster where students join senior citizens in a research project in arts, and perform at various community locations

- at Hillside High School (Upland, CA), an alternative school for at-risk students, the students develop a science curriculum focusing on local environmental efforts, such as reforestation; teach the program in all the 4th grade classrooms in the district; and build teaching kits for other schools

- Wakulla Middle School (Crawfordville, FL) involves at-risk students in a single, year-long community project with high-achieving students as peer leaders (the 1995-96 project was the renovation of a community park)

- at Menasha High School (Menasha, WI), students have been working over several years on the Legacy Park Project, an environmental learning center developed by the school (students designed the park, created learning stations, and provided instruction to other students during a one semester service-learning course offered by the Social Studies Department)

Contributing Factors

Support by School Personnel
The program has the strong support of school administrators and teachers, most of whom appear likely to continue with service learning even after the end of their Learn and Serve grants.

Well-Designed Initiatives
Research findings indicate that program quality makes a difference. All the programs included in the research had been in existence for more than one year, provided higher than average service hours, were well integrated with a formal academic curriculum, and offered opportunity for regular use of oral and written reflection.

Mutual Benefits
The services provided were highly appreciated by the recipients and the agencies where the students volunteered. At the same time, the majority of participating students expressed that their service learning experiences had helped them to achieve an increased understanding of the community and provided them with skills that would be useful in the future.

STUDY METHODOLOGY

The study was conducted between 1994 -97 in 17 middle and high school sites across the country. Researchers purposely selected programs that were well-established and fully-implemented to eliminate problems related to start-up or inadequate implementation. Data was collected from (1) pre- and post-test surveys and school records for nearly 1,000 participants and comparison group members; (2) a one-year follow-up survey and school records for 760 participants and comparison group members; (3) teacher and community agency surveys; and (4) interviews and on-site observation.

EVALUATION FUNDING

The Corporation for National Service

GEOGRAPHIC AREAS

Service-Learning initiatives are spread nationwide. The study examines the following sites: Bakersfield, Pollock Pines and Upland, CA; Crawfordville and Miami, FL; Marion, NC; Taos, NM; Buffalo, Hempsted, Rochester and Scotia, NY; North Olmsted, OH; Scranton and Philadelphia, PA; Amarillo and Nocona, TX; Menasha, WI.

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Additional Resources: *Also of interest is the report by Daniel Weiler, Amy LaGoy, Eric Crane and Abby Rovner, An Evaluation of K-12 Service-Learning in California, Phase II Final Report, Sacramento, CA: RPP International, July 1998 (Contact: 916-654-3741). RAND recently published Combining Service and Learning in Higher Education: Evaluation of the Learn and Service America, Higher Education Program, 1999, by Maryann J. Gray et al. (Contact: www.rand.org or 310-451-7002).*

Youth As Resources: Indiana

A Summary of:

CHANGING PERSPECTIVES: Youth As Resources, 1990, The National Crime Prevention Council, Washington, DC.

A FOLLOW-UP STUDY OF YOUTH AS RESOURCES: Youth Volunteers, October 1992, by Christine Glancy and Paula Schmidt-Lewis

AN EVALUATION OF YOUTH AS RESOURCES: Special Initiative, November 1992, by Paula Schmidt-Lewis and Christine Glancy

YOUTH AS RESOURCES: Special Initiative Phase II, Final Evaluation Report, February 1995, by Paula Schmidt-Lewis

The last three studies were conducted by PSL and Associates, Inc.

Overview

Youth As Resources (YAR) is an initiative of the National Crime Prevention Council (NCPC), a private, nonprofit organization whose principal mission is to empower people to prevent crime and build safer and more caring communities. YAR was started in 1987 in three Indiana communities with initial funding from the Indianapolis-based Lilly Endowment. The success of the program led NCPC and the Indiana Department of Corrections, again with the support of the Lilly Endowment, to introduce YAR as a special initiative in five Indiana juvenile correction facilities. YAR encourages youth engagement in communities by providing small grants to youth designed and implemented projects which address social problems and contribute to positive community change. Young people work as partners with adults in all levels of the program, including the governing boards responsible for awarding the grants and developing program policies. To support YAR's expansion, the Center for Youth As Resources (CYAR) was created in 1995 as a separately incorporated arm of the NCPC.

POPULATION

In 1997, YAR provided grants for over 3,500 volunteer projects involving more than 100,000 young people. *Changing Perspectives* included 69 projects involving more than 1,000 youth and 6,000 beneficiaries. *A Follow-up Study (1992)* surveyed 100 participants in two communities. Of those, 44 were male, 66 female, 62 were white and 35 were African American. Their ages ranged from 11 to 25 years. At the time of the interview, 54 participants were in high school and 63 were working full or part-time. The Special Initiative described in the last two evaluations involved 45 projects and 926 youth from two correctional institutions and different agencies that provide residential treatment and foster care for abused, neglected, and emotionally disturbed youth. In the correctional facilities, 67 percent of the girls participated in YAR projects compared to eight percent of the boys. Non-completion rates for the Special Initiative was 61 percent due to the high population turnover in correctional institutions.

Evidence of Effectiveness

The evaluation studies focused on the impact of the program on participants, recipients, involved organizations, and other community resources. Responses to surveys showed that participating youth:

- expressed multiple developmental gains, such as increasing self-confidence, self-esteem, and responsibility, changing their views about helping others and learning how to work together
- developed important skills, such as learning specific tasks, problem-solving skills and defining educational and career interests

In addition, interviews and focus groups indicated that:

- approximately 63 percent of the youth for whom YAR was the first volunteer experience had volunteered again
- 98 percent of participating youth would recommend YAR to their friends to become involved in volunteer projects

Adults involved in the projects:

- reported improvements in the attitudes of participating youth, including an increased sense of responsibility, civic pride, and commitment, increased capacity to cope with conflicts and recognition of their power as positive role models
- recommended that their agencies continue sponsoring YAR-type projects (87 percent in *A Follow-up Study* and 85 percent in *An Evaluation of YAR*)

Participating agencies expressed:

- the intention to continue the projects through local funding (in *Changing Perspectives*, 43 percent of the agencies evaluated expressed this intention)
- a commitment to providing more responsible roles for youth in their organizations (*Changing Perspectives* indicated that at least two dozen agencies reported changing policies to continue the projects with their own funds and provide more responsible organizational roles for youth, but such changes were not found in the other reports)

Beneficiaries of the projects also expressed their satisfaction. For instance, one project leader in Indianapolis observed an actual reduction in crime in an area where youth were providing services to seniors, many of whom had previously been distrustful of young people (*Changing Perspectives*).

Key Components

"The evaluator concluded that, in many ways, the truly special aspect of [YAR] was that it created a new environment for the youth who participated - an environment which led some youth to re-shape their image of the world from one of hostility to one of need, to consider that they are worthy of attention and praise, and to discover an inner drive to serve as a positive force in the world."

Youth as Resources: Special Initiative Phase II

Each site operates with a high degree of autonomy. The sites design their own policies, set schedules and develop their own process for application and selection of projects, however, they all adhere to a common set of standards that constitute the mission and philosophy of YAR:

- a local board composed of youth and adults that develops policies, interviews and selects grantees, monitors grants, assists in securing public recognition for the youth who complete their projects, and promotes the YAR concept
- the provision of small grants (approximately $100 to $1000) for community service projects designed and implemented by young people
- a system to recognize and celebrate positive youth contributions to the community
- a site-specific director who works closely with board members and grantees and whose role also includes outreach, training, technical assistance, grant monitoring, support and tailoring YAR to the specific needs of the community

YAR projects are varied, but all must address a proved community need and involve young people in leadership roles. Examples of YAR projects are: middle school students write and produce a play to teach drug prevention to elementary school children; teenage mothers teach 6th graders about the realities of teen parenting; youth on probation clean and fix-up a low income area.

The Indiana Department of Corrections calculated that the average indirect cost for each youth in corrections providing community services through YAR was about $3.50 per hour of service.

Contributing Factors

Interaction with Beneficiaries

Changing Perspectives: "Tasks that met both community needs and youth's needs seemed to yield more success in terms of favorable impact on youth than did those that only stressed one or the other."

Youth Involvement

Young people benefited more in terms of increased self-esteem, responsibility and sense of accomplishment when they had more autonomy to design and implement the projects. The more intense their involvement in a project, the greater the benefits.

Clearly Identifiable Results

Projects that have measurable or discernible results tend to be more successful in retaining youth participation.

Adult Commitment

Adult commitment is important for many reasons. It facilitates some activities that cannot be handled by youth, such as the signature of contracts or providing transportation. It also sends a message to the youth involved that the community values the project. Projects that did not get underway lacked adult commitment or support.

Project Assistance
YAR assistance varies from program to program, but may include: training in grant-writing, project management and budgeting. For some programs, participants are helped with developing realistic plans and executing the plan in a timely and responsible way. Assistance is also offered throughout the implementation of the projects.

Variety
A project that provides a variety of volunteer roles can better attract and retain young people in various stages of personal development and with different talents. Participants are also less likely to feel overburdened by responsibility or "frozen" by lack of time and specific skills.

Simple and Inexpensive Model
The YAR model, while innovative, is inexpensive and easy to replicate. The model can be easily adapted to different settings and types of participants, including honor roll students, dropouts, youth in correctional facilities, and others.

STUDY METHODOLOGY

For *Changing Perspectives*, researchers interviewed participants, recipients and representatives of the agencies involved. Participants also responded to surveys on attitudes and beliefs about themselves, the adults, and the community before and after the project. *A Follow-up Study* included two focus groups and 100 telephone interviews with YAR participants in Evansville and Indianapolis. For *An Evaluation of the YAR* and *YAR: Special Initiative*, researchers interviewed agency representatives individually and in groups and conducted focus groups with participating youth. In addition, all those involved in the project responded to surveys.

EVALUATION FUNDING

The National Crime Prevention Council

GEOGRAPHIC AREAS

The initial YAR sites were Indianapolis, Fort Wayne, and Evansville, IN. The Special Initiative was developed in the Plainfield Juvenile Correctional Facility for Boys (IBS), the Indianapolis Juvenile Correctional Facility for Girls (IGS), and other residential facilities for abused, neglected, and emotionally disturbed children in Indiana. There are 59 YAR sites in 20 states and the District of Columbia, as well as in Canada, New Zealand and Poland.

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4-H: Kansas City, MO

A Summary of:

4-H AS AN URBAN PROGRAM, 1998, Resource Development Institute, Unpublished Document

Overview

The largest voluntary co-educational youth program in the world, 4-H is implemented in both rural and urban settings. The four H's stand for head, heart, hands and health and reflect the program's pledge: "My head to clearer thinking; my heart to greater loyalty; my hands to larger services; and my health to better living." Since 1914, 4-H programs have been administered by Cooperative Extension offices formed by partnerships among federal, state, and county governments and other local public and private organizations. The Extension office must include a university, which is almost always the land-grant university. The program was initially developed to improve the living conditions of small farmers and their families through education and focused on school-aged children. In the late 1970s, the concept was expanded and introduced in urban settings. The first after-school 4-H program in public housing started in Los Angeles. In 1995, with the support of the Department of Housing and Urban Development, this urban model was replicated in other cities. This report focuses on programs in Kansas City.

POPULATION

In Kansas City, MO, 4-H opened in April 1996 in three public housing developments and served 40 youth. Two other sites were opened the next year for a total enrollment of 145 youth and an average daily attendance of 120. There are six more girls than boys in the group. Ages vary from 5 to 11 years old, with the largest group between 5 and 7 years of age. Ninety-eight percent of the 145 youth are African Americans. Eighteen teenagers, also public housing residents, worked as mentors.

Evidence of Effectiveness

The program maintains a continuous evaluation system that focuses on both process and outcomes for the child, the family and the community. A comparison of students' performance prior to and after participation in the program indicated that 4-H participation:

- increased school attendance (school attendance increased from an average of less than two days to more than four days per week for participants in elementary school)
- improved classroom behavior (teachers reported improved classroom behavior of elementary students; for teens involved in the program, the mean suspension rate decreased from six to zero)
- improved grade point average (teen's grade point averages increased as much as three grade points and all students were up to appropriate grade level; grade improvement in elementary school children was directly related to intensity of participation in the program)

- improved behavior at home (parents and community leaders reported that participants demonstrated improved relations with siblings and parents)
- reduced illegal activities in the community (at least six of the teens had been involved with the police before; after entering the program all 18 teens and the 145 elementary students had no reported participation in drug use or other illegal behaviors)

Key Components

All 4-H programs emphasize a "hands on" approach and the connection between academic and work-related learning, with emphasis on life skills development and a strong community-centered focus. The programs also provide youth with opportunities to interact with adults and other successful teens beyond the school environment.

The Kansas City 4-H is an after-school program that includes:

- educational enrichment (organized in small groups, participants work daily on a curriculum especially developed for 4-H, which focuses on reading, vocabulary, ethnic enrichment, science, math and entrepreneurial topics)
- employment of local residents as site director and mentors (each site director supervises up to seven teenage mentors; all staff must reside in the public housing where the program is located)
- on-going staff development (staff receive a minimum of 250 hours per year of training in curriculum development, personal development, conflict resolution, interpersonal relations, job skills and career development)
- customized curricula (character building and drug prevention strategies are integrated with academic curriculum and individualized to meet the needs of participant youth and families)
- nutritional education (participants learn about eating healthy food and a nutritional snack or meal is served each day; for some 4-H participants, this may be their only evening meal)
- mentoring (participants are requested to bring all homework to the site and are helped by teen mentors when needed; teen mentors are local residents selected for their success in school and their ethical and moral behavior; the average ratio is six participants per mentor)
- community activities (the 4-H concept is that the more a family is involved in the community, the healthier the behavior of its members; community activities are used as a venue for recognizing achievements in academics, sports, and ethical and moral behaviors)
- school connection (includes collaborative and coordinated program planning, ongoing school visitation to monitor attendance and academic growth, advocacy for children and youth)

"Each component of the curriculum was developed to celebrate the differences between and within everyone, and to expand the academic and decision making skills necessary for success in the classroom and throughout life."
Resource Development Institute, 1998

Contributing Factors

Community Involvement
Site residents are actively involved in the programs and may serve in the local Resident Management Councils, a part of public housing management. They also serve on the Vision Team, the program's advisory board for operations and expansion. The Vision Team is composed of representatives of the founding Coalition, private industries, local, state and federal government agencies, and site residents, including teen mentors and project participants.

On-going Evaluation
A system of continuous evaluation and feedback is used to monitor the program and its outcomes and provide information that is used by the site's Management Council and Vision Team to improve and modify the programs.

Holistic Approach
The 4-H concept focuses on the individual, the family, and the community. The programs equally emphasize success in academics, sports, work, respect for others, and dedication to the community.

Contact with Caring Adults
Many of the participating children are latchkey children, who see the 4-H staff as a steady support and their main role models.

STUDY METHODOLOGY

Kansas City 4-H maintains a system of on-going evaluation that combines qualitative and quantitative methodologies. Evaluation includes process (achievement of goals and objectives) and outcomes. Data is used to improve the program. School attendance and grades are collected from the schools and 4-H attendance is monitored by the site directors. School-based behavioral data is collected from teachers using the Walker-McConnell Scale. Behavior in the family and community were measured by surveys with parents and community leaders.

EVALUATION FUNDING

Grant from the U.S. Department of Housing and Urban Development.

GEOGRAPHIC AREAS

The 4-H programs are nationwide. The programs described in this report started between 1996 and 1997 under a grant from the U.S. Department of Housing and Human Development. They are located in five public housing projects in Kansas City, MO: Theron B. Watkins, Guinotte Manor, Chouteau Courts, Riverview Gardens and Wayne Minor. Four of the sites are supervised by a private, non-profit organization (Don Bosco Community Centers). The fifth site is operated by the Resource Development Institute (RDI), under contract with the University of Missouri. RDI is conducting the program evaluation.

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Beacons: New York City

A Summary of:

EVALUATION OF THE NEW YORK CITY BEACONS: Summary of Phase I Findings

March 1999, by Constancia Warren, Academy for Educational Development, Inc. with Prudence Brown, Chapin Hall Center for Children at the University of Chicago and Nicholas Freudenberg, Hunter College Center on AIDS, Drugs and Community Health

Overview

Beacons are community centers located in public school buildings that offer a range of activities and services for participants of all ages. The centers are open before and after school, in the evenings and on the weekends. The initiative started in 1991 with funds from the New York City Department of Youth and Community Development. With current funding at $36 million, Beacons are the largest municipally funded youth initiative in the country. In early 1999, there were 76 Beacons in operation. The Youth Development Institute of the Fund for the City of New York provides ongoing support and technical assistance to the Beacons, including funding and staff training opportunities, linkages to resources, and grants to develop specific projects.

POPULATION

In FY 1998, more than 77,000 youth (21 years and below) and 36,000 adults participated in the 40 Beacons then in operation. This study covers Beacons' operation during Fall 1997-Spring 1998 and includes a survey of 7,046 participant and brief "intercept" interviews with 1,363 youth.

Evidence of Effectiveness

Surveys and interviews with Beacons participants show that:

- Beacons attract participants of all ages (48 percent are under age 15; 32 percent are between ages 15-21; 20 percent are over age 21)
- 45 percent of all participants had attended Beacons more than eight times in the previous two-week period and 30 percent attended between five and eight times
- 85 percent of the participating youth said they considered Beacons a safe place
- over one-third of the participating youth had frequented the Beacons for at least three years and approximately one-fourth had participated for at least four years

The youth interviewed described Beacons as "very helpful" or "pretty helpful" in helping them to:

- avoid drug use (80 percent)
- avoid fighting (74 percent)
- do better in school (75 percent)
- become a leader (72 percent)

Key Components

Individual Beacons are managed by community-based not-for-profit organizations that work collaboratively with the host schools, community school boards and advisory councils and a broad range of community organizations and institutions.

Beacons differ in the services they offer. However, most offer some of the following:

- recreation activities
- adult education (GED preparatory, basic literacy and English-as-a-Second-Language classes)
- free after-school child care
- parent support groups and counseling
- substance abuse and pregnancy prevention activities
- social services (referral to health and mental health services, drug counseling)
- education enrichment (homework help, reading groups, writing projects)
- intergenerational activities (holiday celebrations, parent-child computer classes)
- community services (voter registration drives, community clean-ups, cultural events)
- immigrant support services (workshops on naturalization and related legal issues)

In two-thirds of the Beacons evaluated, education staff reviewed students' school report cards and in more than half the staff communicate with participants' classroom teachers.

Contributing Factors

A Safe and Engaging Place
Youth feel safe and engaged at the Beacons. Among the activities that attract youth are basketball, karate, computer instruction, conflict-resolution training, newspaper production and leadership development.

Experienced Staff
More than three-quarters of Beacons staff have at least three years' experience in the field of youth development, and almost half have worked for Beacons for more than three years. This low staff turnover enables youth who use Beacons to build stable and caring relationships with staff.

High Expectations
In the majority of activities observed by the evaluators, staff challenged youth to ask questions and examine their thinking.

Youth as Resources
In about three-quarters of the Beacons, youth are involved in organizing and implementing activities and events. Nearly 90 percent of the Beacons have a youth council, 86 percent involve youth as volunteers and 76 percent engage youth as paid program and administrative staff. Close to 60 percent involve youth in community service at least once a month.

STUDY METHODOLOGY

The evaluation consists of two phases. Phase I, from Fall 1997-Spring 1998, included: two rounds of site visits to the 39 Beacons then in operation; focus groups with parents; interviews with youth, staff and administrators; and a participant survey. Phase II, now under way, analyzes outcomes. The summary reflects findings from Phase I.

EVALUATION FUNDING

Fund for the City of New York, with support from the Annie E. Casey Foundation, the Ford Foundation, and the Open Society Institute.

GEOGRAPHIC AREAS

New York City

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Boys and Girls Clubs of America

A Summary of:

THE EFFECTS OF BOYS & GIRLS CLUBS ON ALCOHOL AND OTHER DRUG USE AND RELATED PROBLEMS IN PUBLIC HOUSING, March 1991, by Steven P. Schinke and Kristin C. Cole, Columbia University and Mario A. Orlandi, American Health Foundation

ENHANCING THE EDUCATIONAL ACHIEVEMENT OF AT-RISK YOUTH, 1999, Prevention Science, in press, by Steven P. Schinke, Kristin C. Cole and Stephen R. Poulin, Columbia University School of Social Work

Overview

Boys & Girls Clubs of America (B&GCA) was founded in 1906 and has more than 2,000 facilities in all 50 states, Puerto Rico, U.S. Virgin Islands and U.S. military installations abroad. Nearly 400 of these programs are in public housing areas. The B&GCA's mission is to form healthy partnerships between school-aged children of all backgrounds and concerned adults. The public housing initiative was launched in 1987 under the auspices of the Office of Substance Abuse Prevention, U.S. Department of Health and Human Services. *The Effects of Boys & Girls Clubs* reflects a three-year independent study of the impact of B&G Clubs on illegal and criminal activities among public housing youth. *Enhancing the Educational Achievement* looks at a pilot after-school educational enhancement program for youth in public housing in five cities.

POPULATION

Currently B&GCA serves approximately three million children, mostly in economically disadvantaged areas. *The Effects of Boys & Girls Clubs* focuses on 15 public housing developments in different cities. The study does not describe the population at the public housing developments involved in the project, but estimates the overall number of youth involved at 4,000. *Enhancing the Educational Achievement* involved 992 youth, with an average age of 12.3 years; 40 percent were female. Of the participants, 63.5 percent were African American, 27.5 percent were Latino, 12 percent were white and 7.8 percent other. The sample reflected the national population of youth who live in publicly subsidized housing.

Evidence of Effectiveness

For *The Effects of Boys & Girls Clubs* researchers compared 15 sites divided into: five sites without B&GCA ("no-club sites"); five sites with B&GCA that did not offer drug prevention programs ("old club sites"); and five sites of newly-established B&GCA that offered a drug prevention program called SMART Moves ("new club sites"). Findings indicated the following trends for the three sites between pre-test and the two-year follow-up:

- in new club sites, the mean scores in the drug activity scale fell from 6.75 to 6, while scores in old club sites increased from 6.25 to 6.8 and in no-club sites increased from 6.6 to 8
- mean scores in the use of crack cocaine scale fell in new club sites from 5.75 to 5.3, and increased in old club sites, from 4.5 to 5.5, and no-club sites from 5.75 to 7

- new club sites showed a significant increase of parental involvement in their children's lives (mean scores of 1.55 and 2.67), old club sites also showed a steady increase (from 3.0 to 3.6), while no-club sites steadily showed low parental involvement (mean scores of 1.5 and 1.6)

- new club sites had a high percentage of damaged units in the housing project at the beginning of the project (close to 8.0 percent), with a two percentage point decrease at follow-up; old club sites maintained a low percentage of damaged units (4.0 percent) throughout the period of the study; no-club sites had steadily high percentage of damaged units (8.0 percent and above)

- in the two cities that provided data on criminal activities (Jacksonville, FL, and Houston, TX), projects with new or old clubs showed 13 percent fewer police reports than projects without clubs (researchers estimated 10 fewer arrests of juveniles per site, each year, due to B&GCA influence)

"For youth who live in public housing and have access to a Boys & Girls Club, [its] influence is manifest in their involvement in healthy and constructive educational, social, and recreational activities. Also, relative to their counterparts without access to a Club, these youth are less involved in unhealthy, deviant, and dangerous activities."

The Effects of Boys & Girls Clubs

For the *Enhancing the Educational Achievement* researchers targeted three subgroups of youth: (1) youth attending the B&GCA enhancement program ("program"); (2) youth from housing projects whose B&GCA did not offer the program ("comparison"); and (3) youth from housing projects that did not have B&GCA (called "control" by researchers). Between the pre-test and the 18 month follow-up, program youth had improved:

- grades in most subject areas (for instance, the mean grade in mathematics for program youth rose from 77.29 to 82.28, for comparison youth fell from 78.47 to 74.97 and for control youth fell from 75.43 to 72.21)

- average grade (average grade for program youth rose from 78.39 to 83.48, for comparison youth fell from 78.47 to 76.42, and for control youth fell from 75.43 to 71.79)

- attendance rates (the mean number of missed days in a school year by program youth fell from 6.4 to 3.7, for comparison youth rose from 4.85 to 5.85, and for control youth rose from 7.47 to 7.75)

However, the mean number of registered behavioral incidents in school was not significatively different among the three groups of youth.

Key Components

Although B&G Clubs vary to respond to the needs of the local populations, they all share some common elements:

- a safe haven for school-aged children away from the streets

- the presence of caring adult leaders that serve as role models and provide guidance

- access to comprehensive and coordinated services, such as health and fitness, drug abuse and teen pregnancy education, arts and crafts, leadership development, environmental awareness

- educational support, technological training, and increased awareness of career options through career exploration programs
- violence and drug prevention initiatives
- community service

Most clubs are open 5 to 6 days a week, 6 to 7 hours a day (after-school) and are staffed with full-time and part-time youth development professionals and volunteers.

The program studied in *Enhancing the Educational Achievement . . .* was an after-school program delivered by B&GCA trained staff, assisted by parents and other volunteers. Each week, within the B&GCA facility or in outside sessions, the trainers engaged youth in structured activities, such as:

- four to five hours a week of discussions with knowledgeable adults
- one to two hours a week of writing
- four to five hours a week of leisure reading
- five to six hours a week of required homework
- two to three hours a week of community service (tutoring other children, for instance)
- four to five hours a week of educational games, such as word and math games

Participation was voluntary and, to entice the youth to participate, program sites used many incentives, such as field trips, school supplies, computer time, special privileges, certificates, gold stars and praise.

Parents were also encouraged to participate with their children in the educational activities. Parents and youth attended an orientation meeting, after which parents were invited to serve as volunteers and to attend the cultural events presented by the youth.

Contributing Factors

Caring Adults
The Effects of Boys & Girls Clubs: adult staff and volunteers offer guidance, discipline, and role-modeling for young people, many of whom lack a strong parental presence at home. Staff offer support to participants in the event of emergencies even outside the regular club hours.

A Vision of the Future
Boys & Girls Clubs encourage participant youth to develop a vision of future beyond public housing and offer educational, vocational, and recreational programs that support such a vision.

Family Participation
The Effects of Boys & Girls Clubs: "Data from the evaluation show that adult residents of these neighborhoods are also beneficially affected by Boys & Girls Clubs. Compared with parents in public housing sites that do not have Club programs and facilities, adult family members in communities with Boys & Girls Clubs are more involved in youth-oriented activities and school programs."

Implementation Quality

In *Enhancing the Educational Achievement*, researchers observed that some comparison and control sites also offered tutoring and homework help, but did not have the structure offered by the B&GCA program, did not require homework and tutoring, and did not engage routinely in educational games to enhance the lessons being taught. In addition, these sites did not offer, as did the B&GCA program, the presence of a trained staff focused solely on educational enhancements.

STUDY METHODOLOGY

The Effects of Boys & Girls Clubs assessed the first three years of the public housing demonstration project. Using a ten-point scale instrument, researchers compared rates of alcohol/drug use and parental involvement among three groups of youth living in public housing. The first group had access to new clubs with the SMART Moves prevention program; the second group had access to older clubs without the program; and the third group lived in projects without B&G clubs. Participants in all three groups were matched according to demographic characteristics, size and location of the housing development. Measurements were done before the new clubs were established (pre-test), one year later (post-test) and two years later (follow-up). In addition, researchers utilized interviews, observation, and examined crime statistics.

Enhancing the Educational Achievement used both a comparison and a "control" group. Participation in the groups was voluntary (not randomized). Comparison and control groups mirrored the age, gender and ethnic/racial background of program youth. Some of the youth in the comparison and control received tutoring, but did not attend a structured after-school program. The attrition rate at the end of the study was 13.91 percent, with no significant differences between subgroups. Researchers used students' surveys, teacher ratings and school records to collect data at the beginning of the program (pre-test), six months later (post-test) and 18 months later (follow-up). Findings were consistent across all measures (this summary presents only school data) and differences were statistically significant at the five percent level.

EVALUATION FUNDING

The Effects of Boys & Girls Clubs was funded by the U.S. Department of Health and Human Services, Office of Substance Abuse Prevention. *Enhancing the Educational Achievement* was funded by the Carnegie Corporation of New York.

GEOGRAPHIC AREAS

The Effects of Boys & Girls Clubs does not provide the locations of the projects evaluated. *Enhancing the Educational Achievement* was conducted in public housing projects in Cleveland, OH; Edinburgh, TX; New York City, NY; Oakland, CA; Tampa, FL.

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Safe Havens: B&GCA, Girls, Inc. & YMCA

A Summary of: **SAFE HAVENS, The Contributions of Youth Serving Organizations to Healthy Adolescent Development**

April 1997, Public/Private Ventures (Philadelphia, PA), by Michelle Alberti Gambone and Amy J.A. Arbreton

Overview

Three of the country's largest and most stable voluntary sector youth-serving organizations (VYSOs) are Boys and Girls Clubs of America, Girls Incorporated and YMCAs. Although different in programs and service strategies, all three agencies aim to attract youth solely by the appeal of their environments and activities and provide youth with experiences that promote healthier life styles and function as building blocks for a balanced adult life. This report reflects the first large scale evaluation of these programs.

POPULATION

Over the four-week study period, the average number of adolescents served at the B&GCA varied between 130 and 346; at the Girls, Inc. sites varied between 54 and 101; at each of the YMCA sites, the numbers were from 219 to 678. The majority of youth were 13 or younger, but many were aged 14 and over. In six of the ten YMCA and B&GCA's, about one-quarter or more of the participants were aged 16 and over. Girls, Inc. is exclusively for females. In the other programs, the majority of participants were male. Overall, participants' ethnicity reflected the ethnic makeup of the neighborhood. In eight of the 15 study sites the majority of participants lived with a single parent. In ten of the 15 sites, between 56 percent and 89 percent received free or reduced-price lunch at school. Up to 40 percent, both boys and girls, used alcohol and drugs; one-fifth to two-thirds had been suspended from schools; and nearly ten percent were sexually active, belonged to gangs, and/or had been arrested.

Evidence of Effectiveness

To evaluate whether participation in these organizations was beneficial for youth, researchers drew from academic work in the youth development field and identified seven developmental areas common to the missions of all three organizations: leadership, social support from adults, sense of belonging, challenging and interesting activities, input and decision making, sense of safety, and volunteer and community services. The study found that:

- eighty percent of the participants are receiving developmental supports and opportunities in three or more of the seven developmental areas, with 25 percent receiving supports in six or more

- sports and recreation are the most popular activities, followed by education/instructional activities, while arts and crafts and community service activities drew the fewest youth
- on average, between two-thirds and three-quarters of participants reported that they had spent time with their friends at the VYSOs, which provided a safe, unstructured environment for "hanging out"
- participants were motivated to come to the sites and the reasons most frequently cited for participation were "I have a lot of fun here" (most at YMCA and Boys & Girls Club sites), "I come because I learn a lot" (mostly at the Girls Incorporated sites), "adults here care about me," "adults here help me with things," and "feeling safe when I'm here"

An analysis of participants' perceptions of supports and opportunities related to developmental areas indicate that VYSOs provide youth with opportunities to:

- engage in leadership activities (71 percent of participants reported engaging in at least one leadership activity in the past year)
- obtain social support (two-thirds indicated that there was at least one adult at their organization to whom they could turn for caring, guidance and recognition)
- have a sense of belonging (approximately 60 percent reported that their clubhouse, branch or center is a place where they belong)
- engage in challenging and interesting activities (approximately 60 percent reported that they had opportunities to engage in activities that they considered challenging and/or interesting, at least some of the time)
- participate in decision-making (60 percent of the youth reported having moderate to frequent opportunities for input and decision-making)
- feel safe (approximately two-thirds felt that their organization was as safe, or safer, than other places where they spent time)
- engage in community service (almost one-quarter indicated that they had been involved in community service work in the past year through a VYSO program)

Patterns of participation:

- one-quarter to one-third of participants came to the sites almost every day
- between one-third and two-thirds maintained their participation over a number of years
- one-quarter or more used the organizations as the only outlet for their leisure time

"Youth who experience these types of developmental opportunities and supports are more likely to have a healthy, hope-filled and productive adolescence, and ultimately to mature into responsible, skilled and competent adults."

Gambone & Arbreton, 1997

Key Components

Common activities among the sites were:

- educational activities, such as pregnancy prevention, drug and alcohol awareness, computers, creative writing, or homework time and help
- drop-in or unstructured sports and recreation activities, such as game room, open gym, pick-up basketball, weight lifting
- organized sports, such as fitness classes, team sports, sports skills classes
- arts and crafts, such as arts, photography, theater
- leadership/community service programs, which include volunteer activities in the community, in-house activities, tutoring, leadership training programs and service clubs

Contributing Factors

Diversified Population
Contrary to the general trend to separate antisocial youth from youth with prosocial behaviors, these organizations serve the two groups of youth and both seem to benefit, regardless of economic or social profiles.

Youth as Resources
All 15 study sites offered a range of activities, jobs, and volunteer positions and actively involved youth in their daily operations, including having youth serve as members of boards, advisory committees, and as club officers.

Low Staff-to-Youth Ratio
For the most part, the staff-to-youth ratio did not exceed one to 15. To maintain the low ratios, VYSOs use different strategies, such as relying on volunteers, splitting the day for different age groups, and involving small groups of youth in particular activities.

Caring Adults
Overall, staff work as teams and stay informed about participants' lives, contacting families and friends, and even making school visits. In ten of the 15 sites, activities are scheduled to leave available time for informal interactions between staff and youth. In 12 of the 15 sites, the ethnic makeup of staff matched that of participants.

Clear Rules of Conduct
The majority of sites have written rules about behavior on the premises, posted and communicated to all participants. Rules against fighting and displaying gang markings are particularly strict. Most sites monitor access at the door and require youth to sign in or show ID cards.

Sustainability
All three organizations studied have been in the communities for a long time and are well-known and well-established.

STUDY METHODOLOGY

The research includes case studies of five local affiliates of each of the three national organizations. The sites were purposefully selected to represent large, stable sites in low-income, urban areas, with well-defined programs. To assess youth's experience of developmental supports and opportunities, researchers surveyed participant youth aged 10 to 18. To examine how the organizations provided supports and opportunities for youth, two researchers visited each site and interviewed the staff. Attendance logs were also examined in all the sites.

EVALUATION FUNDING

The Charles Hayden, James Irvine, Ford and Pinkerton Foundations, The Carnegie Corporation of New York, and an anonymous donor.

GEOGRAPHIC AREAS

Boys and Girls Clubs: South Boston Clubhouse (Boston, MA); Logan Square Clubhouse (Chicago, IL); Owen Branch (Metro Denver, CO); Hoe Avenue Clubhouse (Bronx, NY); Columbia Park Boys and Girls Club (San Francisco, CA)

Girls Incorporated: West Dallas Center (Dallas, TX); Greater Newark Branch (Newark, DE); Westside Center (Sioux City, IA); Girls Incorporated of Rapid City (SD); and Development Center (Omaha, NB)

YMCA: Old Fort Branch (Fort Wayne, IN); Linwood Branch (Kansas City, MO); Newark YMCA (Newark, NJ); Flushing YMCA and Beacon Center (Flushing, NY); and Davis-Scott Branch (San Antonio, TX)

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Multisystemic Therapy

A Summary of:

TREATING SERIOUS ANTI-SOCIAL BEHAVIOR IN YOUTH: The MST Approach, May 1997, *Juvenile Justice Bulletin*, U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice & Delinquency Prevention, by Scott W. Henggeler.

BLUEPRINTS FOR VIOLENCE PREVENTION: Multisystemic Therapy, 1998, Center for the Study and Prevention of Violence, by Scott W. Henggeler, with Sharon F. Mihalic, Lee Rone, Christopher Thomas and Jane Timmons-Mitchell

Overview

Youth with severe antisocial behavior consume much of the resources of youth service systems and their criminal activity has extremely detrimental effects on their victims, the victims' families and the community. Research also indicates that antisocial behavior is related to characteristics of the individual, the family, the peer system and the community. Traditional approaches for treating serious juvenile offenders have focused on only one of many factors and have proved ineffective in ameliorating or reducing the delinquent behaviors. The Multisystemic Therapy (MST) approach addresses the multi-dimensional nature of adolescent antisocial behavior by offering a community-based treatment which focuses on both the youth and their support systems. The articles summarize evidence from different sites: Columbia, MO; Simpsonville, Charleston and a multi-site, SC. The 1998 publication provides an analysis of the theoretical foundations of MST, a description of the approach, and a discussion of different clinical trials and replication projects currently underway.

POPULATION

MST with violent and chronic juvenile offenders has been implemented in three randomized clinical trials. All focused on youth who have been approved, or are at high risk for, placement in correctional facilities. The age range varied from 10.4 to 17.7 years. The population was predominantly male (from 68 percent in Columbia to 82 percent in the multi-site study) Whites predominated in Columbia (70 percent) and African Americans predominated in the multi-site study (81 percent). In Simpsonville and Charleston, the two groups had similar representation. About half the population in all sites came from single parent families. In Simpsonville, 26 percent lived with neither biological parent. The mean number of arrests per participant prior to the study varied from 2.9 (Charleston) to 4.2 (Columbia). In Simpsonville, 54 percent had at least one violent arrest and 71 percent had been incarcerated previously for at least 3 weeks(40 percent and 59 percent in the multi-site study; 19 percent and 63 percent in Columbia).

Evidence of Effectiveness

MST outcomes are measured in terms of reduced re-arrest rates, improved family and peer relations, decreased behavioral problems, and decreased out-of-home placements. In the Simpsonville project, 84 youth were randomly assigned to either MST (43 youth) or usual services (41 youth). A follow-up of incarceration records, done 59 weeks after referral, showed that youth receiving MST, when compared to those receiving usual services, had significantly:

- fewer arrests (averages .87 vs. 1.52)
- fewer self-reported offenses (averages 2.9 vs. 8.6)
- shorter time in correctional facilities (averages 5.8 weeks vs. 16.2 weeks)

In addition:

- the pre- and post-tests using the Family Adaptability and Cohesion Evaluation Scales showed increased cohesion among families of youth receiving MST (mean coefficient increased from -0.09 to 0.30) and less cohesion for families of youth in usual services (mean coefficient decreased from -0.02 to -0.58)
- youth in the MST group reported less peer aggression in the Missouri Peer Relations Inventory (mean coefficient decreased from 5.9 to 2.7) while the comparison group remained basically the same (mean coefficients were 4.2 and 4.6)
- MST proved to be less costly ($3,500 per youth compared to the average cost of institutional placement in South Carolina - - $17,769)
- in a 28-month follow-up, the recidivism rate for MST youth was 60 percent, compared to 80 percent for youth receiving usual services

MST outcomes were not influenced by the youth's demographic characteristics (age, gender and cultural or ethnic background) nor by psychosocial variables (family and peer relations, social competence, behavioral problems and parental symptoms).

Other evaluation studies with different populations also show positive outcomes for MST participants. For instance:

- in Columbia, MO, the 4-year recidivism for *chronic juvenile offenders* was 22 percent for MST participants, 72 percent for those receiving individual therapy and 87 percent for youth who refused to participate in either treatment (the study involved 176 youth)
- in Charleston, SC, a study of 118 juvenile offenders with *substance abuse or dependence* concluded that MST reduced incarceration by 46 percent, reduced total days in out-of-home placement by 50 percent, and had an extremely high rate of program completion (98 percent)

"A recent report from the Washington State Institute for Public Policy . . . showed that MST was the most cost-effective of a wide variety of treatments to reduce serious criminal activity by adolescents. Indeed, the average net gain for MST in comparison with boot camps was $29,000 per case in decreased program and victim costs. Finally, these cost savings are specially noteworthy when the superior clinical outcomes and reductions in criminal activity demonstrated by MST are considered."

Henggeller, 1998

Reduction in re-arrest relative to the comparison groups provides mixed results. In two sites, the reduction in re-arrest was statistically significant (70 percent in Columbia, MO and 43 percent in Simpsonville, SC), while in the other two, differences in the reduction of re-arrests were not significant (26 percent in the multi-site study and 25 percent in Charleston).

Researchers observe that more follow-up evaluations are needed to assess the stability of changes, in addition to more studies comparing different treatments of youth with serious antisocial behavior.

Key Components

MST is a treatment approach that involves the offender and the family. Using intervention strategies derived from family and behavioral therapy, MST intervenes directly in systems and processes related to antisocial behavior in adolescents, such as parental discipline, family affective relations, peer associations, and school performance. MST involves:

- extensive assessment of the strengths and weaknesses of the adolescent, family, peer system and school
- an individualized, time-limited and goal-oriented treatment plan (duration of treatment ranges from three to five months)
- home-based intervention focused on promoting the parent's capacity to monitor and discipline the adolescent
- peer intervention to facilitate the development of friendships with prosocial peers, while removing the offender from antisocial peer groups
- school and vocational interventions to enhance the youth's capacity for future employment and financial success
- provision of comprehensive services, which include drug rehabilitation, social services and tutoring
- low clinician to patient ratio (four to six families per therapist)
- treatment team available 24 hours a day, seven days a week, with daily contacts if necessary

In contrast, the traditional services offered to youth offenders by South Carolina's Department of Youth Services include incarceration and/or compliance with probationary conditions, such as participation in mental health treatment, curfew, continuing education and others, monitored by a probation officer. If the probationary conditions are not met, youth return to court for a review. Depending on the outcome of the review, youth can be placed in an institution or continue on probation. Although many youth and families are traditionally referred to mental health services, not all families act on this referral.

Contributing Factors

Multidimensional Approach
Not only the individual offender, but also the family, peers, and other relevant persons are included in the treatment plan and provided support. Treatment focuses on the multiple needs of the individual and systems involved.

Intensive Treatment
MST involves intensive and extensive assessment of the youth and his or her immediate network (family, peers, school, neighborhood). Treatment plans are individualized and provided in the individual's natural environment.

Cost-effectiveness
Despite the low client-therapist ratio and the intensive level of treatment, MST is relatively inexpensive. The costs with MST are further lowered by the savings from lower recidivism. Savings are also found when MST is compared to other treatment approaches, such as traditional substance abuse treatment and psychiatric hospitalization.

STUDY METHODOLOGY

All evaluation studies used randomized samples, pre-and post-tests, and long-term follow-up studies. In the Simpsonville study, pre- and post-treatment assessment batteries were completed by 33 families (77 percent) of the 43 youth referred to MST and 23 families (56 percent) of the 41 youth in traditional DYS services. Criminal histories and demographic characteristics of control and comparison group members were essentially similar. Family assessment was conducted in the families' homes. Incarceration records were also obtained 59 weeks post-referral. Instruments used were the Self-Report Delinquency Scale (evaluates criminal behavior), the Family Adaptability and Cohesion Evaluation Scales (assesses parental and youth perceptions of family cohesion and adaptability), the Missouri Peer Relations Inventory (evaluates parental and youth perceptions of the youth's friendships), in addition to three behavior checklist scales. Between-groups differences were evaluated by one-way analysis of variance (ANOVA) and analysis of covariance.

EVALUATION FUNDING

Project and evaluation funded by a grant from the National Institute of Mental Health to the South Carolina Department of Mental Health.

GEOGRAPHIC AREAS

The South Carolina project was located in Simpsonville. Other MST evaluation studies have been done in Columbia, MO; Memphis, TN; Charleston, Orangeburg, Spartanburg and Sumter, SC. Replication projects are also underway in Ohio, Texas and Canada.

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Project CRAFT

A Summary of:

PROJECT CRAFT, Community Restitution and Apprenticeship Focused Training: Executive Summary (October 1, 1994 - September 30, 1998)

February 1999, by Mary Ellen Kiss, The Resource Development Group (Bowie, MD)

Overview

Community Restitution and Apprenticeship Focused Training (Project CRAFT) is a Youth Pilot Project funded under Title IV of the Job Training Partnership Act (JTPA) to promote employment of economically disadvantaged out-of-school youth, including youth in correctional facilities. The project is managed by the Home Builders Institute (HBI), the educational branch of the National Association of Home Builders (NAHB). Its holistic approach integrates career training with support services and participation in mandatory industry-sponsored activities. This study focuses on a pilot project for juvenile offenders that aims to reduce recidivism rates and to reintegrate the youth successfully into the community through productive work and changed attitudes.

POPULATION

This study focuses on 151 youth ages 16 to 21 in detention centers and prisons. All but one participant were males; 46 percent were white, 37 percent African American, 8 percent Hispanic and 9 percent Native American; 25 percent had dependent children. At the time of enrollment in CRAFT, nearly 90 percent had less than a high school education, 23 percent had a high school diploma or GED certificate and 14 percent had been in special education programs. Sixty-percent had been convicted of crimes against property, 51 percent of crimes against persons, 47 percent of drug related crimes, 21 percent of other related offenses and 11 percent of status offenses. Fifty-two percent had committed four or more offenses and 93 percent had sentences under 24 months. Seventeen percent had never worked and 54 percent had worked for 11 months or less. Of those working, 50 percent earned less than $5.00 an hour.

Evidence of Effectiveness

The report indicates that, of the 151 youth served:

- 140 completed the program (93 percent completion rate)
- 130 were employed, returned to school, joined Job Corps or enrolled in military service (86 percent)
- 55 entered apprenticeship programs (36 percent)

Of the youth employed:

- 94 were employed in training-related jobs (73 percent)
- 35 were employed in other jobs such as trades, social service, health care and food service (27 percent)
- 103 entered full time jobs (80 percent)
- 58 experienced wage increases over the duration of the project (45 percent)

Participants' hourly wages:

- at entry ranged from $4.25 to $10.00, with a median wage of $6.00 (in 1995, the national median wage for high school and college youth was $4.74)
- at project completion ranged from $4.25 to $16.00, with the median wage of $7.50 (in 1995, the national hourly median wage for youth aged 24 and younger was $6.58)

Of the 149 youth who had been released or were in community corrections, 39 were convicted of new crimes, a recidivism rate of 26 percent (national data ranges between 70 and 80 percent). Of the 39 youth who recidivated, 60 percent (23 youth) recidivated within the first year of release.

Key Components

Project CRAFT provides:

- 210 hours of classroom training that includes industry-specific mathematics, communication literacy and GED preparation
- 630 hours of work-based learning in construction projects for local housing authorities, building houses for the Habitat for Humanity and others
- pre-apprenticeship certificate training (PACT) for those completing at least 420 hours of classroom training and work-based learning
- leadership and self-esteem building activities
- life skills training, including work ethic, social skills and budget management
- case management services and counseling, which are integrated with the training program
- job placement assistance
- equipment necessary to work in construction (hard hat, tool box and tools) for graduates
- follow-up services

Applicants are selected through interviews and attend a two-day orientation session. After that, they go through a two-week assessment stage before initiating the training program. During this period, the applicants are assessed on their motivation and interest in the construction industry.

The project is driven by local needs and interests but partnership building is an essential part of Project CRAFT. The partnerships are expected to:

- provide high quality community-based training and employment opportunities
- ensure coordination and access to services by Project CRAFT participants
- expand the base of support services and employment for participants upon release to promote participant and project success
- obtain resources for continuing activities, expansion and replication of the project

A site coordinator identifies and forges community-based relationships. Participants are involved in activities such as home fairs, trade shows, and Christmas in April. Members of the local Home Builders Associations (HBA) serve as mentors and sponsors and help link participants to needed services, including housing, further education, apprenticeships and others.

For youth in correctional facilities, a case manager coordinates the treatment plans to ensure that the youth has supports in place when he/she leaves the facility. Linkages to needed services are made prior to the youth's release and are coordinated with the release plans. The case manager maintains contact with the youth after release, providing support at the work site and home when necessary, until the youth's situation stabilizes.

Contributing Factors

Case Management
The case manager has a key role in coordinating supports and services and avoiding interruptions in the youth's treatment. The case manager is also actively involved in helping the youth through the initial time after release, and in providing support and assistance in moments of crisis, until the youth finds employment stability.

Program Visibility in the Community
By maintaining a high profile in the community, the project staff and the local HBA chapters expand their opportunities to develop more linkages and influence service providers in pursuing alternatives that best suit participants' needs. This visibility also provides project staff with knowledge of high quality employment and training opportunities.

Building for the Future
The program addresses the current shortage of labor in the construction field. The NAHB estimates that over 300,000 skilled construction workers are needed per year to meet the demand of new homes and renovations. At the same time, the program offers youth offenders an avenue to rebuild their future by providing them with work skills and a work ethic.

STUDY METHODOLOGY

The study includes both a process and an outcome/impact evaluation of the pilot project. Researchers reviewed monthly and quarterly reports and participant records, in addition to site visits, surveys, interviews, and discussions with project managers, staff and participants.

EVALUATION FUNDING

Employment and Training Administration, U.S. Department of Labor, under Title IV of the Job Training Partnership Act.

GEOGRAPHIC AREAS

The pilot was implemented at: Victor Cullen Academy, Sabillasville, MD; North Dakota Youth Correctional Center, Department of Juvenile Services and Missouri River Correctional Center at Bismarck, ND; Davidson County Juvenile Court, Corrections Corporation of America and Metro Davidson Correctional Work Center, Nashville, TN. Other locations of Project CRAFT are: Giddings, TX; Daytona Beach, Orlando and West Palm Beach, FL.

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Girls, Inc.®

A Summary of:

TRUTH, TRUST AND TECHNOLOGY, New Research on Preventing Adolescent Pregnancy; Summary Report on the Girls Incorporated Program Development and Research Project

October 1991, Girls Incorporated®, National Resource Center, by Heather Johnston Nicholson, Leticia T. Postrado and Faedra Lazar Weiss

Overview

Preventing Adolescent Pregnancy[1] is a comprehensive set of programs developed by Girls Incorporated and implemented in the agency's centers, schools and other youth-serving organizations. The project aims to provide factual information and skill-building exercises to enable girls and young women to make and implement responsible decisions about sex. The program's four components include:

- Growing Together[1] (a series of workshops for younger girls and their parents to increase communication about sexual information and values and delay the onset of sexual intercourse; it is currently offered to girls aged 9-11)
- Will Power/Won't Power[1] (an assertiveness training program for girls aged 12-14 designed to help them postpone the onset of sexual intercourse while remaining popular with both male and female peers)
- Taking Care of Business[1] (for girls aged 15-17, this component aims to increase their motivation and skills to avoid pregnancy through education and career planning, communication skills, goal-setting and responsible decision-making about sexual behavior and contraception)
- Health Bridge[1] (a delivery system that connects program participants to community-based health services, including reproductive health services, with the objective of helping them practice effective contraception when they begin having intercourse)

POPULATION

Of the 750 participants in the initial project, 75 percent were African American and 25 percent were white, Latino or of other racial or ethnic groups. Catholics constituted 17 percent of the population and 83 percent were Protestant or of other religions. One-third reported living in a household with a father. Three-fifths had mothers who had completed high school. One-fourth reported welfare as a source of family income. The mothers of 37 percent of the sample had been pregnant before age 18 and 46 percent had girlfriends who had been pregnant before age 18.

[1] *Girls Incorporated is federally registered with the U.S. Patent and Trademark Office. Preventing Adolescent Pregnancy, Growing Together, Will Power/Won't Power, Taking Care of Business and Health Bridge are service marks of Girls Incorporated.*

Evidence of Effectiveness

An analysis of outcomes for participants within a year of participation in the project showed that:

- young girls who participated in Growing Together were less than half as likely as nonparticipating peers to initiate sexual intercourse within a year of program participation
- young girls who participated in nearly the entire program of Will Power Won't Power were half as likely as nonparticipants, and less than one-third as likely as girls who participated in the program for a shorter time, to initiate sexual intercourse within a year of program participation
- older girls who participated in nearly the entire program of Taking Care of Business were about half as likely as nonparticipants and one-third as likely as short-term participants to have sex without contraception within a year of program participation
- older girls who participated in Health Bridge reported having sex without birth control one-third as often as non-participants and were less than half as likely to become pregnant within a year of program participation

The cost of offering all four components of the program is estimated at $1,200 per participant.

Key Components

The Preventing Adolescent Pregnancy Project operated from 1985-1988 and involved 750 girls and young women ages 12-17. Programs for younger teens (12-14 years old) aimed to clearly communicate to participants the benefits of postponing sexual intercourse until they were older. These programs stressed skills in communication and in identifying and resisting pressures toward sexual activity. The programs for 15-17 year-olds stressed life planning skills, health education and health care. The program components were made available to all Girls Incorporated affiliates and selected program partners in 1989, and have been implemented continuously throughout Girls Incorporated since then.

According to Faedra Lazar Weiss, of Girls, Inc., the program has been offered to over 150,000 young women in 32 states. Based on the findings of the Preventing Adolescent Pregnancy Project, Growing Together is now offered to girls ages 9-11, their parents and other significant adults. All program components have recently been revised to address issues such as sexual relationships outside of traditional patterns of dating, more emphasis on the decision to postpone sexual intercourse to post-teen years and HIV infection. One program component has been translated into Spanish and all revised components are being field-tested. Girls Incorporated affiliates, many of which have now implemented the program for a decade, have additional anecdotal reports of its effectiveness in delaying first intercourse and pregnancy.

Contributing Factors

"Every young woman needs and deserves information (truth), support (trust), and skills and resources, including contraception when she needs it (technology). These are the keys that enable a young woman to have the confidence to keep saying 'no' and making it stick or to insist upon contraception until she makes a responsible decision to become a mother."

Trust, Truth and Technology

Links With Youth Organizations and Other Community Groups

Community-based agencies can provide support for the young women to resist peer pressure and assistance to those who are sexually active. They can function as advocates for increased services and improved policies related to reproduction.

Age-Specific Programming

Researchers documented positive age-specific responses to programs targeted toward younger and older teens. The evaluators recommended that programming begin no later than age 9 and run later, to age 18, to be even more effective.

Links With Parents and Teachers

Helping young women to establish links with parents, teachers and community organizations was a key factor in the long-term effects of the project.

Early Investment

Investing in prevention ensures that less money is later spent on economic assistance. Armstrong and Waszak estimated that, in 1989, teen pregnancies cost society $21.55 billion and that the potential savings to society for a single pregnancy delayed beyond the teen years was more than $8,500 (Armstrong, E. and Waszak, C., *Teenage pregnancy and too-early childbearing: Public costs, personal consequences*, Center for Population Options, 1990).

STUDY METHODOLOGY

Evaluators based their reports on a survey of both present and past participants, documenting their progress and choices versus those of a similar group of young women who chose not to participate in the program (called a "control group" by researchers). Field research ran from October 1985 through October 1988. The survey collected background data on participants and asked about their attitudes toward teenage pregnancy, their educational and career goals and expectations, their sexual experience and their use of birth control methods.

GEOGRAPHIC AREAS

Demonstrations sites were in Dallas, TX; Memphis, TN; Omaha, NE; and Wilmington, DE.

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Teen Outreach Program

A Summary of:

PREVENTING TEEN PREGNANCY AND ACADEMIC FAILURE: Experimental Evaluation of a Developmentally-based Approach

August 1997, by Joseph P. Allen (University of Virginia), Susan Philliber and Scott Herrling (Philliber Research Associates) and Gabriel P. Kuperminc (Yale University) (*Child Development*, Vol. 64, No. 4, pp. 729-742)

Overview

The Teen Outreach Program (TOP) is a national program tailored and implemented at the local level. The premise underlying the program is that problem behaviors among adolescents have common roots and require a comprehensive approach. Therefore, TOP aims at both preventing teen pregnancy and helping young people make consistent progress in school. Originally designed for high school girls, it now serves males and females in middle and high schools. TOP was first developed as a project of the Junior League of St. Louis and was adapted as a national project of the Association of Junior Leagues International. The program is now managed by the Cornerstone Consulting Group of Houston, Texas.

POPULATION

Researchers studied a group of 695 high school students in 25 sites nationwide. The students were randomly assigned to attend TOP or another teen pregnancy prevention program. The TOP group was comprised of 342 students, of whom 86 percent were females. African Americans constituted 67.7 percent of the sample, 17 percent were white and 13 percent Hispanic. Less than 50 percent of the TOP participants lived in two-parent households.

Evidence of Effectiveness

Using true random assignments, researchers found that TOP participants, relative to a comparison group, showed a:

- 39 percent lower rate of course failure
- 42 percent lower rate of school suspension
- 41 percent lower rate of teen pregnancy

In addition, researchers found that:

- the program was equally effective independent of student race/ethnicity, socio-economic status, household composition or grade level
- the program seems to be more effective in reducing behavior leading to pregnancy among females than males
- variations in amount of classroom time and fidelity to the TOP curriculum have not been found to be related to program outcomes; only time spent in volunteer service (the higher the volunteer hours provided, the lower the risk of course failure)

Key Components

The TOP program has three main components:

- a service learning component, which is designed to help young people increase their skills and self-esteem as they learn about people and their communities while helping them
- classroom activities based on TOP's *Changing Scenes* curriculum at least once a week
- classroom discussions that connect the community service experience to their classroom-learning and their own lives

Participants selected the volunteer activities under the supervision of trained staff and adult volunteers. Some of the selected activities were: helping in hospitals and nursing homes, participation in walk-a-thons and peer tutoring. Participants averaged 45.8 hours of volunteer service over the course of the nine-month program.

The curriculum relies on exercises and discussions to actively involve participants. The material is age-appropriate in both content and format and adaptable to a variety of educational settings and audiences. Assessment is done through student journals and portfolios.

Classroom discussions and activities focus on helping students prepare for the service experience (building self-confidence, social skills, assertiveness and self-discipline) and cope with important developmental tasks, such as understanding themselves and their values, dealing with family stress and managing the transition from adolescence to adulthood.

Coordinators can tailor the program to local needs, but are expected to adhere to guiding principles and to develop models that:

- take a youth development approach
- forge strong community-wide partnerships
- design learner-centered activities
- connect learning gained through service and classroom experiences

The program can be offered for a full academic year to a class of 18 to 25 students for $500 to $700 per student, which includes the facilitator and site-level coordinator time.

"One of the more striking features of the Teen Outreach program is that it does not explicitly focus upon the problem behaviors it seeks to prevent, but rather seeks to enhance participants' competence in decision-making, in interacting with peers and adults, and in recognizing and handling their own emotions. Particularly in the field of teen pregnancy prevention, this focus has important practical implications, as it means the program may be politically acceptable in communities where programs that explicitly focus upon sexual behavior may not be feasible to implement."

Allen et al., 1997

Contributing Factors

Youth as Resources

The program emphasizes meaningful work activities tailored to expressed student interests. The presence of tailored community service was found to be a key factor in the program's success and reinforces findings from other studies that show a connection between volunteerism and improved youth behavior.

Flexibility

Local implementers are encouraged to tailor the program to their communities. Technical assistance is available to local sites in the form of curriculum materials, an evaluation manual, training in the use of the materials, suggestions on recruitment of students and assistance in identifying funding sources.

Focus on the Person rather than Behavior

Material on sexuality comprises less than 15 percent of the written curriculum. In addition, if it overlaps with related material being offered in school or conflicts with prevailing community values, this part of the curriculum is not used. Rather than focusing on the target behavior to be prevented, the program helps young adults to understand their own emotions and values and deal with them.

Positive Peer and Adult Relationships

Preventing Teen Pregnancy: "Prior studies of Teen Outreach have also found that the most successful program sites were those that aided students in the task of establishing autonomy in the context of positive relationships with peers, with program facilitators, and with persons at volunteer sites, a task that has frequently been identified as critical to adolescent social development."

STUDY METHODOLOGY

Researchers used self-report questionnaires to assess students' problem behaviors at the beginning and end of the school year. Experimental and comparison groups were controlled for problem behavior and socio-demographic characteristics.

EVALUATION FUNDING

Charles Stewart Mott, Spencer, Stuart and Smith Richardson Foundations, the Lila Wallace Reader's Digest Fund, the Carnegie Corporation of New York and the Association of Junior Leagues International.

GEOGRAPHIC AREAS

This is a nationally replicated program. In 1997, it was offered in 30 communities around the country.

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Teen Pregnancy Programs

A Summary of:	**NO EASY ANSWERS: Research Findings on Programs to Reduce Teen Pregnancy**, March 1997, National Campaign to Prevent Teen Pregnancy, by Douglas Kirby	**WHATEVER HAPPENED TO CHILDHOOD? The Problem of Teen Pregnancy in the United States,** May 1997, National Campaign to Prevent Teen Pregnancy
Overview	The reports review programs that aim to reduce the incidence of teen pregnancy, such as: (1) education programs which emphasize abstinence; (2) programs providing comprehensive information on abstinence, contraception and STD/HIV prevention; (3) family planning services; (4) programs that encourage parent-child communication on sexual topics; (5) multiple component programs, including a range of community and media activities; and (6) youth development programs.	**POPULATION** *No Easy Answers* reviews the impact of a variety of programs on youth, age 19 and under, which included educational programs designed to reduce sexual risk-taking behavior among teenagers. Programs reviewed in *Whatever Happened to Childhood* served a diversified population, with a focus on 15-19 year-old unmarried women.
Findings *"Reducing teen pregnancy clearly requires attention to broad social and environmental factors, such as poverty and social disorganization, as well as to the individual characteristics of particular teens."* *Kirby, 1997*	The studies concluded that: • nearly all sex and HIV education programs evaluated produced positive outcomes, such as increased knowledge • a few sex and HIV education programs produced credible evidence of reduced sexual risk-taking behavior by delaying the onset of sex, reducing the frequency of sex, reducing the number of sexual partners, or increasing the use of contraceptives	• programs that focus upon sexuality, including HIV education programs, school-based clinics and condom availability programs do not increase any measure of sexual activity • multi-component programs in schools and communities that combine strong educational components (with clear messages about avoiding pregnancy or STDs) and the provision of contraceptives may increase the use of contraceptives and decrease pregnancy rates • some youth development programs reduce pregnancy or child bearing rates

Contributing Factors

Clear Focus

Programs with a clear and specific focus, such as reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STD infection, showed modest positive behavioral results. Effective programs "provide basic, accurate information about the risks of unprotected intercourse and methods of avoiding unprotected intercourse" *(No Easy Answers)*.

Multiple Components

Multiple component programs tend to include three elements: (1) a strong educational component, with a clear message about the importance of postponing sex and or avoiding pregnancy; (2) access to contraception; and (3) community involvement through media campaigns or an active parent group.

Most Effective Programs

The programs that have the strongest evidence for success in delaying sexual activity, increasing contraceptive use or decreasing pregnancy and childbearing are: (1) sex and HIV education programs that address sexual risk factors and (2) youth development programs that address other risk factors.

STUDY METHODOLOGY

The report analyzes studies that examine the behavioral impact of education programs designed specifically to reduce sexual risk-taking behavior among youth. To be included in the review, the studies had to: (1) have been published (or were likely to be published) in a peer-reviewed professional journal, report or volume; (2) use an experimental or quasi-experimental design; (3) employ a sample size of at least 80 youth in the combined treatment and control group; and (4) measure impact on sexual behavior, use of contraceptives, pregnancy rates or birth rates (not just attitudes or beliefs).

EVALUATION FUNDING

National Campaign to Prevent Teen Pregnancy, Task Force on Effective Programs and Research.

GEOGRAPHIC AREAS

The reports evaluate programs across the nation that represent a cross-section of rural and urban regions, as well as impoverished and more affluent areas.

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Teenage Parent Demonstration

A Summary of:

BREAKING THE CYCLE OF POVERTY: The Effectiveness of Mandatory Services for Welfare-Dependent Teenage Parents, December 1993, Mathematica Policy Research, Inc. (Princeton, NJ), by Rebecca Maynard, Walter Nicholson and Anu Rangarajan

MOVING INTO ADULTHOOD: Were the Impacts of Mandatory Programs for Welfare-Dependent Teenage Parents Sustained After the Programs Ended?, February 1998, Mathematica Policy Research, Inc. (Princeton, NJ), by Ellen Eliason Kisker, Anu Rangarajan and Kimberly Boller

Overview

The Teenage Parent Demonstration (TPD) was launched in 1986 by the U.S. Department of Health and Human Services. It aimed to test the effectiveness of innovative programs for improving the economic self-sufficiency of teenage parents dependent on welfare and operated from mid-1987 through mid-1991. TPDs required teenage mothers on welfare to participate in education, job training or employment-related activities, and also offered support services such as case management, child care and transportation assistance. Unlike previous programs, TPDs required mothers to participate in activities in order to receive the maximum welfare grant regardless of the age of their child.

POPULATION

TPDs targeted first-time teenage mothers, or those in the third trimester of pregnancy, who were receiving Aid to Families with Dependent Children (AFDC). During the demonstration period, almost 6,000 teenage mothers joined the welfare rolls in the three demonstration sites. Most young mothers who enrolled in TPDs were 17-19 years old, from a minority racial or ethnic group (African American or Hispanic), never married, parents of an infant under one year old, with educational deficits and weak basic skills. One-third had a high school diploma or GED, yet more than half had reading scores below the eighth-grade level. Just over half had some work experience prior to enrolling. The majority reported facing one or more barriers that constrained their ability to work, including health problems, limited English proficiency, child care and transportation needs.

Evidence of Effectiveness

The programs were generally well implemented and achieved high rates of initial participation. Throughout the demonstration period, the programs kept 30 to 50 percent of young mothers actively involved in school, job training or work. Others were enrolled in workshops and preparatory activities. When compared to a control group two years after enrollment in the program, TPD participants received:

- average monthly earnings of $134 (20 percent higher than the control group's average earnings of $114)
- average monthly AFDC benefits of $242 (7.3 percent lower than the control's group average benefit of $261)
- food stamp benefits for 67.7 months (3.6 percent fewer months than the control group's average of 70.2 months)

In addition:

- TPD participants had a higher rate of established paternity (7.8 percent more than control group)
- during any month, throughout 24 months following intake, one-fourth to one-third of the TPD group were in school, job training or employed, compared to 19 percent to 29 percent of the control group

In all three sites, the programs tended to reduce pregnancy and birth rates among younger participants and Hispanics. In contrast to most other welfare demonstrations, results were consistent across all locations where TPD operated.

Six to seven years after intake, findings showed that:

- forty percent of the mothers from the Chicago TPD, one-third from Newark and one-fourth from Camden were employed
- employment was not always sufficient to lift mothers out of poverty and more than three-fourths of the mothers lived in households with incomes below the poverty level
- TPDs' early impacts had declined three to four years after the program ended and no significant differences were found on participation in work, training or education between women who had participated in the program and control group members

TPD "... is one of a handful (programs) for teenage parents or disadvantaged youths that have produced significant positive impacts for participants."
Breaking the Cycle of Poverty

Key Components

The basic components of TPD were:

- required 30 hours per week participation in education, training and/or employment as long as participants were receiving welfare benefits
- workshops designed to enhance personal skills and prepare the women for parenthood, further education, training and employment-related activities
- GED courses

- career counseling
- referral to community agencies for job skills training
- placement of qualified participants in JTPA-funded job training courses
- child care assistance
- financial assistance for transportation
- payments for miscellaneous training and education expenses

The programs relied heavily on existing education, training and employment services in their communities, but also developed in-house services, using their own staff and staff from other agencies.

Each site aimed to tailor the programs to the specific needs of participants. For instance, the Chicago and Newark programs had specially equipped child care rooms for use by participants while engaged in on-site activities. The Camden and Newark programs paid standard daily stipends of $5-$7 to cover the cost of transportation and lunches.

Participation was mandatory and participants were required to develop plans aimed at promoting their eventual self-sufficiency. TPD case managers helped participants with the design and implementation of the plan, monitored compliance, and counseled participants through crises.

Average spending per participant, not counting the AFDC grant, was about $1,400 per year. In addition, an average $800 per participant was spent in community-provided services, such as alternative educational services.

Contributing Factors

Ensured Access to Child Care

Moving Into Adulthood: "All three demonstration programs encouraged participants to rely on child care arrangements that they could obtain without additional financial assistance from the program, to the extent feasible. With this encouragement, about one-third of those active participants needing child care obtained free child care, most often from relatives. One-third of the mothers in school, training, or work needed help paying for child care."

Mandatory Participation Requirements

TPDs showed the feasibility of implementing mandatory, wide-scale participation requirements for teen parents without appearing to be punitive, especially if mandates are backed by services to help them overcome obstacles to participation. The programs turned the participation requirements and sanction policies into constructive case management tools.

STUDY METHODOLOGY

Researchers evaluated a group of nearly 6,000 teenage mothers receiving AFDC grants. Half of the group was randomly assigned to the program, while the other half (control group) received regular services. *Breaking the Cycle of Poverty* documents the implementation and costs of the program and assesses the service needs and use. It also examines the impacts of the program on mothers' prospects for economic self-sufficiency over the period that the demonstration programs were still operating. Data for the evaluation were gathered from program intake forms, follow-up surveys, administrative records data and child assessments. *Moving Into Adulthood* measured the endurance of program impacts approximately three to four years after the programs ended and participants returned to their states' regular welfare policies and programs. Results are based on administrative records data and a follow-up survey targeting full samples of mothers in Camden and Newark and a random subsample of mothers in Chicago approximately six and a half years after program intake.

EVALUATION FUNDING

U.S. Department of Health and Human Services.

GEOGRAPHIC AREAS

The public welfare agencies in Illinois and New Jersey were awarded grants to design and implement TPD programs. The Illinois program, *Project Advance*, operated on the south side of Chicago. The New Jersey program, *Teen Progress*, operated in Newark and Camden.

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Of Interest

A Summary of: **PROTECTING ADOLESCENTS FROM HARM, Findings From the National Longitudinal Study on Adolescent Health**

Journal of the American Medical Association, September 1997, 278: 823-32, by Michael D. Resnick et al., University of North Carolina at Chapel Hill

Overview

Researchers analyzed interview and questionnaire data from a large random sample of high schools and some middle schools, across the country. The objective of the study was to identify risk and protective factors at the family, school, and individual levels as they relate to emotional health, violence, substance abuse and sexuality in adolescents.

POPULATION

This article is based on in-home interviews with 11,572 adolescents in grades 7 to 12, throughout the country. Interviewed students were randomly selected from a national survey of over 90,000 students from 80 high schools plus their feeder middle schools (the National Longitudinal Study of Adolescent Health).

Findings

Several factors that were identified as protective include:

- parent-family connectedness and perceived school connectedness were protective against every health risk behavior except history of pregnancy
- parental expectations regarding school achievement were associated with lower levels of high risk behaviors
- parental disapproval of early sexual activity was associated with a later age of onset of intercourse

The factors which were found to increase the risk of unhealthy behaviors included:

- easy access to guns at home was associated with violence for students in grades 7 and 8 and suicidality for students in grades 9 to 12
- access to substances in the home was associated with the use of cigarettes, alcohol and marijuana among all students
- 20 or more hours of work a week was associated with emotional distress; use of cigarettes, alcohol and marijuana; and earlier age of sexual activity for high school-age youth
- repeating a grade in school was associated with emotional distress for both middle and high school students and with tobacco use among middle school students

"Many people think of adolescence as a stage where there is so much peer influence that parents become both irrelevant and powerless. . . Parents are just as important to adolescents as they are to smaller children."

J. Richard Udry, University of North Carolina at Chapel Hill

- appearing "younger than most" was associated with a higher incidence of emotional distress among middle school students
- appearing "older than most" others in the class was associated with:
  - emotional distress, suicidal thoughts and behaviors among high schools students
  - substance use and an earlier age of sexual intercourse among middle and high school students

Contributing Factors

Caring Adults

Students who perceive significant people in their lives as caring and see themselves as connected to others are afforded a significant degree of protection from a variety of health risks. In the family context, feeling connected to parents was much more important than the amount of time spent with parents as a protective factor. In the school context, school personnel who were perceived by the students to be caring and fair had a greater impact than school policies governing student behavior or classroom size.

Individual Characteristics

Adolescents most likely to have health-compromising behaviors are those who have repeated a grade in school, are attracted to persons of the same sex, or believe they may face an early death because of health, violence or other reasons. Adolescents who believe they look either older or younger than their peers are more likely to suffer emotional problems.

STUDY METHODOLOGY

The data reported here represent a cross-sectional analysis of interview data from the National Longitudinal Study of Adolescent Health (AddHealth). The objective was to identify those factors which contribute to increased health risks for adolescents, and those that protect adolescents from health compromising behaviors. The 80 participating high schools are a random sample of high schools throughout the country, selected to represent schools of different size and stratified by region, urbanicity, school type and race/ethnicity. In looking at independent variables, evaluators considered the school and family context as well as characteristics of the individual students themselves. Key risk behaviors — the dependent variables — included emotional distress, suicidal thoughts and behaviors, use of three substances (cigarettes, alcohol and marijuana), interpersonal violence, age of first sexual intercourse and pregnancy. Multivariate analysis was used to identify the impact of each of the three contexts on each of the dependent variables. Results obtained from analysis of in-school surveys of students, as well as interviews with school administrators and parents, will be reported later.

EVALUATION FUNDING

The National Institutes of Child Health and Human Development and cooperating federal agencies.

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Counseling For High Skills

A Summary of:

TRANSITION TO POSTSECONDARY CAREER-ORIENTED EDUCATION INSTITUTIONS. First Preliminary Findings: Counseling for High Skills Project

December 1997, Paper presented at the American Vocational Association Convention, by Kenneth Hoyt, College of Education, Kansas State University.

Overview

Seventy percent of the youth who graduate from high school do not obtain a four-year college degree and most of them lack the necessary skills to obtain a job where they can earn a "decent family wage." Moreover, the current job market demands technical skills that are not necessarily provided in four-year colleges. The Counseling for High Skills (CHS) project encourages high school graduates who do not plan to attend a four-year college to pursue alternative postsecondary education that is career-oriented. To help school guidance counselors, parents and students in career-related decisions, CHS has developed and validated information on postsecondary career-oriented programs. This information has been incorporated in a computerized database that is available to school personnel, parents and students.

POPULATION

Since 1993, data has been collected from 38,325 students, from 14 states and the District of Columbia, in 362 postsecondary one- to two-year career-oriented institutions. About 10,000 of these students also participated in a follow-up survey six months after they left the postsecondary institution. Of the 38,325 students, 56 percent were under age 25; of these, 53 percent were male, 87 percent were full-time students, 38 percent had attended a general education program in high school, and 32 percent a college preparatory program. Of the students aged 25 or older, 56 percent were female, 78 percent were full-time students, 48 percent had been in a general education program, 25 percent in college preparatory and 10 percent in a vocational-technical program.

Findings

The data seems to indicate that current students are making career-related decisions earlier than students from several years ago. While still in high school, more survey respondents under age 25 than those aged 25 and over had decided on:

- the career that they would pursue (57 percent vs. 16 percent)
- the type of institution that they would attend (53 percent vs. 23 percent)
- the postsecondary school to attend (46 percent vs. 7 percent)

More survey respondents under age 25 than those aged 25 and over:

- discussed their career plans with a high school guidance counselor (77 percent vs. 68 percent)
- took vocational assessment tests while in high school (57 percent vs. 38 percent)

However, in both age groups, few respondents:

- felt that the tests had assisted them in making career-related decisions (17 percent and 7 percent respectively)
- stated that the decision to pursue a postsecondary career-oriented program was encouraged by the school counselor or by a teacher (8 percent and 2 percent respectively)

According to respondents in both age groups, the most influential factors in their decision to pursue a postsecondary career-oriented program were:

- interest in the subject matter (approximately 40 percent)
- skills and abilities related to the field (22 percent)
- probability of finding a well-paid job (about 15 percent)

Among all survey respondents:

- approximately 80 percent felt that they were learning all or most of what they had expected to learn in the postsecondary career-oriented institution
- more than 90 percent considered that they had a good or excellent chance of completing the program

Survey respondents under 25 years old and those 25 and above recommended that students who are contemplating postsecondary career-oriented programs pursue the following programs (or "tracks") while in high school:

- vocational-technical (31 percent and 24 percent)
- college preparatory (28 percent and 35 percent)
- business education (15 percent and 14 percent)
- fewer than one in six respondents in both age groups recommended the general education program

Key Issues

The survey shows that few guidance counselors and teachers encourage their students to pursue postsecondary career-oriented programs. Survey respondents, on the other hand, feel that they have better chances to graduate and enter the workplace with appropriate skills by pursuing such programs. It is important for middle and high school counselors to be informed about career options other than the traditional two- or four-year colleges to help their students in making better informed decisions about their future.

To disseminate information about career-oriented programs, the CHS project developed a database and resource book available to high school counselors, teachers, parents and students. The database, provided on computer disks, includes:

- state-specific requirements for graduation
- questions high school students most frequently ask their counselors when considering enrollment in a postsecondary, career-oriented institution
- measures of satisfaction from students already enrolled in career-oriented institutions and programs

The CHS database has been validated and is periodically expanded to incorporate new information. In 1998, CHS was taken over by ACT, Inc. to be marketed nationwide.

STUDY METHODOLOGY

Researchers surveyed approximately 40,000 students who were attending postsecondary one-to two-year career-education programs. The survey contained 134 items exploring career decision, adjustment in the postsecondary institutions, and perspectives toward the future.

EVALUATION FUNDING

DeWitt Wallace-Reader's Digest Fund.

GEOGRAPHIC AREAS

The survey covered students in the following states: AZ, CO, FL, IA, KS, ME, MO, NE, NC, PA, SD, TN, TX, WA and Washington, DC.

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The GED

A Summary of:

EDUCATIONAL AND LABOR MARKET PERFORMANCE OF GED RECIPIENTS

February 1998, National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education (Washington, DC). by David Boesel, Nabeel Alsalam, and Thomas Smith

Overview

The General Educational Development (GED) tests were developed during World War II to help returning veterans pursue college education. After the War, civilians started to take the GED and states began to award a high school credential for those who passed the tests. By the 1960's, civilian test-takers outnumbered the military. From the beginning, the GED has included five exams: writing, interpretation of literature, math, social studies and science. The American Council on Education (ACE) produces and administers the test through its GED Testing Service, and its Commission on Educational Credit and Credentials sets the minimum passing standards. States can set their own passing conditions above the minimum standards. The original passing standards were in place until 1982, when the Commission raised them for the first time. The standards were again raised in 1997 and in the 36 jurisdictions that raised the standards, the overall passing rate dropped by 3.8 percent.

POPULATION

In 1995, the GED test was taken by 723,899 persons and approximately half a million obtained the certificate, nearly one-sixth of all high school credentials awarded in that year. Of the test-takers, 72 percent passed all the tests. Compared to high school dropouts who do not take the GED, persons with GED certificates have more education and come from families with higher socioeconomic status. According to ACE, 722,461 individuals completed the tests in 1997, with a passing rate of 68.6 percent. Nearly 80 percent of the GED credentials were earned by adults under age 30. Since 1949, more than 13 million adults have received GED credentials. Of the 1997 test-takers, 65 percent planned to use them to pursue postsecondary training and education, compared with 38 percent of the test-takers in the 1970's.

Findings

Researchers used different databases, such as the National Education Longitudinal Study of Eighth Graders in 1988 (NELS), the National Longitudinal Survey of the Labor Market Experience of Youth (NLSY), the National Adult Literacy Survey (NALS), and the High School & Beyond (HS&B). Findings vary according to the database used, but in general, studies showed that:

- many GED graduates pursue postsecondary education (between 50 and 63 percent enroll in two- or four-year colleges, vocational schools, apprenticeship programs or on-the-job training and another 10 percent receive occupational training as part of their military service)

- however, few GED recipients graduate from postsecondary programs and the longer the program is, the smaller the proportion of GED recipients who graduate (of GED recipients who sought vocational certification, 45 percent graduated, while only 12.2 percent of those who sought an associate's degree graduated)

- GED recipients who took the test after 1959 have a higher mean GPA in college than those taking the test prior to 1959, contrary to what is generally supposed (the mean GPA of GED students post-1959 was 1.98, as compared to 1.81 for pre-1959 students)

When compared to high school graduates, GED recipients:

- tended to earn similar grade point averages in postsecondary education

- were almost as likely to complete vocational programs (45 percent of GED recipients and 50.7 percent of high school graduates)

- were only half as likely to earn associate's degrees and significantly less likely to earn bachelor's degrees (among those entering two-year colleges, 12.2 percent of GED recipients earned associate's degrees and 1.6 percent earned bachelor's degrees compared to 24.8 and 8.1 percent of high school graduates in 1997)

- were less likely to be employed full- or part-time (in controlled comparisons, GED recipients are 15 percent less likely than high school graduates to be employed full-time)

- received lower wages (wages for GED recipients of both sexes are five to 30 percent lower than those of high school graduates)

- had significantly lower annual earnings if male (annual earnings for GED recipient males with no further education were 15 percent lower than those of high school graduate males) but the earnings difference for females was much smaller (5.9 percent lower for female GED recipients)

- were less likely to complete military service (as of 1988-89, 36.8 percent of GED recipients had left military service within two years compared to 20 percent of high school graduates, and this attrition rate has led the military to place a ceiling on the number of recruits who can enlist annually without regular high school diplomas)

When compared to high school dropouts who do not take the tests, GED recipients were more likely to:

- be employed full- or part-time (GED recipients were about six percent more likely to be employed full-time than dropouts)

- receive higher wages (the wages of GED recipients were five to 11 percent higher than of dropouts of both sexes)

"All things considered, it's worthwhile for a high school dropout to get a GED. Its biggest advantage is that it increases access to postsecondary education and training, which in turn tends to increase earnings."

Boesel, Alsalam & Smith, 1988

- had higher annual earnings (one study found that male GED recipients with no further education earned 13 percent more than dropouts and females earned 21 percent more; however, another study found that, while white GED recipients earned 10-19 percent more than controls, non-white recipients had no earnings benefits)

In general, the job market performance of female GED recipients is stronger than that of males (less job turnover than dropouts, more time working per year, and greater annual earnings than their male counterparts).

Key Issues

Access to Further Education and Training

After controlling for education level or ability, the GED credential has little direct effect on wages, annual earnings and employment, particularly for males and non-whites. The positive effects on job-related outcomes seem to derive from the postsecondary education and job training available to those who pass the test. When evaluating the adequacy of dropout prevention programs, policymakers may wish to consider alternative programs, such as high school completion programs, that offer dropouts the benefits of structure, rigor and longevity found in regular high school programs.

Persistence

Lack of persistence is an important factor that differentiates high school graduates from non-graduates. First evident in high school, the problem tends to recur in other contexts and keeps GED recipients from maximizing the advantage of their credential. When compared to high school graduates, GED recipients have lower postsecondary graduation rates, higher attrition rates in the military, higher job turnover and less work experience. However, GED recipients who do persist and finish their postsecondary education or training receive significant earnings benefits. Intensive counseling interventions that reinforce persistence may improve outcomes for students in general.

No Replacement for High School Diploma

Although the GED is a second chance for those who did not complete high school, it does not replace the advantages of having a high school diploma. GED recipients average 80 hours of test preparation, while a high school graduate devotes approximately 860 hours to learning in core curriculum courses, in addition to developing valuable persistence skills. Prospective dropouts should stay in high school and not count on the GED as an equal alternative.

STUDY METHODOLOGY

This study synthesizes a half century of research on the GED. Relevant research was identified through traditional bibliographic sources, the Internet, unpublished dissertations and research reports. The synthesis describes the development and characteristics of the tests and the challenges that have been raised to them; discusses the functions of the GED process; and examines the performance of GED recipients in postsecondary education, the civilian labor market, and the military.

EVALUATION FUNDING

U.S. Department of Education.

GEOGRAPHIC AREAS

The GED is administered in all school districts in the country.

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Head Start

A Summary of:

DOES HEAD START MAKE A DIFFERENCE?,
1995, *American Economic Review*, vol. 85, no. 3, pp. 341-364, by Janet Currie, Department of Economics, University of California, Los Angeles, and Duncan Thomas, RAND

Overview

Head Start is a federal matching program started in 1965 as part of the "War on Poverty." It offers a comprehensive array of services to economically disadvantaged children, ages three to five, including health care, learning activities and social skills development. The goal is to provide children in poverty with the necessary health and intellectual support so they can start elementary school with foundations similar to more advantaged children. The program requires that 90 percent of participants come from families living below the poverty line. Ten percent of the openings must be set aside for children with disabilities. The Head Start Bureau indicates that, since its beginning, Head Start has served nearly 17 million children and their families. In Fiscal Year 1997, 793,809 children have been served in both Head Start classrooms and home-based programs. Of these, 36 percent were African American, 31 percent white and 26 percent Hispanic. Sixty-one percent of the families served had incomes of less than $9,000 a year. Federal funding for the program in FY 1997 was nearly $4 billion, with an average cost per child of $4,882.

POPULATION

The sample for this study was taken in 1990 and included 4,787 children aged three years and older, who had at least one sibling over three years old. Of these, 69 percent were white and 31 percent were African American. Among the white children, 14 percent had attended Head Start, 35 percent went to a non-Head Start program and 51 percent did neither. Among the African American children, 32 percent had been in Head Start, 25 percent went to another type of preschool and 43 percent did neither. The sample showed that Head Start children, when compared to those attending preschool, tend to have families with lower income levels, and mothers and grandmothers who have fewer years of schooling. African-American mothers of Head Start children are better educated than white mothers of Head Start children, but tend to live in households with lower income levels. Family income levels of Head Start children are also lower than those for children who attended no preschool.

Evidence of Effectiveness

When differences between families are controlled, the following outcomes were observed:

Academic Outcomes

- children who participated in Head Start showed statistically significant (nearly seven percentile points) increases in vocabulary test scores when compared to their siblings who did not attend the program
- white children who participated in Head Start were 47 percent less likely to repeat a grade later in elementary school when compared to their siblings who did not attend the program
- African American children were found to lose benefits gained from Head Start faster than white children and, by age 10, they retained no gains, while white children still retained an overall gain of five percentile points
- participation in other types of preschool programs had no statistically significant effect on test scores or grade repetition

Measures of health status

- all children who attended Head Start were eight percent more likely to be immunized than children who had not attended the program
- younger siblings of children who attended Head Start were more likely to be immunized than younger siblings of children who did not attend the program
- no statistically significant differences were found in growth rates for children who attended Head Start compared to children who did not attend the program

Discussing the different outcomes of Head Start across racial groups, the researchers observed that African American children in Head Start tend to come from more disadvantaged homes and live in poorer communities. Differences in retention of Head Start gains may also be due to differences in the types of schools that these children will attend after they leave the program.

"If the factors preventing African American children from maintaining the gains they achieve in Head Start could be removed, the program could probably be judged an incontrovertible success."
Currie and Thomas, 1995

Key Components

Head Start provides comprehensive services for children from low-income families, aged three to five. The program is administered by the Administration for Children and Families (ACF), U.S. Department of Health and Human Services.

Grants are awarded to public or private non-profit agencies by ACF Regional Offices and the Head Start Bureau's American Indian and Migrant Programs Branches. The community has to match twenty percent of the program cost.

According to information provided by the U.S. Department of Health and Human Services, Administration for Children and Families, Head Start programs are tailored to the local needs of the participating children and the community served. However, all Head Start programs must focus on:

- education
- nutrition
- socio-economic development
- physical and mental health
- parental involvement

Head Start programs are expected to provide activities that foster the child's intellectual, social and emotional growth, while respecting his or her ethnic and cultural characteristics. The health component includes immunizations, medical, dental and mental health services. Another required component of the program is to provide children with nutritious meals.

Parental involvement is an essential component of Head Start. Parents serve as members of policy councils and committees and participate in administrative and managerial decisions. They also participate in classes and workshops on child development, health and nutrition education. Program staff conduct home visits and work with parents in educational activities that can take place at home.

Among other services provided to families of Head Start children are community outreach, needs assessment, recruitment and enrollment of children, information and referrals, emergency assistance and/or crisis intervention.

Contributing Factors

Early Intervention for the Most Vulnerable Children
Research indicates that children who are intellectually stimulated from early ages, and receive appropriate health care, will be more likely to succeed later in school and in life. Head Start programs focus on the most vulnerable children, those who live in poverty and/or have disabilities.

Parental Support
The programs do not focus solely on the child. They offer education, information and referral services to participating families, empowering them to raise their children in a healthier and more supportive environment.

Comprehensive Services
Head Start offers a comprehensive array of services for participating children and their families. The program also encourages the communities to use non-Head Start resources so that more children can be reached. In 1996, nearly 68 percent of Head Start children were enrolled in the Early Periodic Screening, Diagnosis and Treatment (EPSDT), a Medicaid program that pays for preventive medical and dental care for children.

STUDY METHODOLOGY

Researchers used a sample from two national databases: the National Longitudinal Survey of Youth (NLSY) and the National Longitudinal Survey's Child-Mother (NLSCM). The NLSY started in 1979 and has annually surveyed 6,283 women. As of 1990, the women, aged 25-32, had given birth to over 8,500 children. The NLSCM includes the NLSY mothers and their children. To control for family background and differential treatment among children, the researchers contrasted children enrolled in Head Start with siblings not enrolled in the program. These siblings were further divided between those who had not attended preschool and those enrolled in a non-Head Start type of preschool program.

To measure academic gains, researchers used the Picture Peabody Vocabulary Test score (PPVT) and the absence of grade repetition. The impact of Head Start on children's health was measured by immunization status (specifically whether the child had been immunized for measles) and growth rates. Regression analysis was used to estimate the effects of participation or non-participation in Head Start in the four measures.

EVALUATION FUNDING

The Alfred P. Sloan Foundation and the National Science Foundation.

GEOGRAPHIC AREAS

All 50 states, the District of Columbia and Puerto Rico have Head Start programs.

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High/Scope Perry Preschool: Ypsilanti, MI

A Summary of: **SIGNIFICANT BENEFITS: The High/Scope Perry Preschool Study through Age 27. Monographs of the High/Scope Educational Research Foundation**

No. Ten, 1993, High/Scope Educational Research Foundation, by Lawrence J. Schweinhart, H.V. Barnes & D. P. Weikart

Overview

In the early 1960s, two pioneering projects helped introduce early childhood education in America to young children living in poverty: The High/Scope Perry Preschool Program and Head Start. Both aimed to improve the academic success of low-income children by offering them settings and activities that their home environments did not provide. Head Start, initiated in 1965, was part of the federal government's "War on Poverty." The project was designed by a committee of experts in the fields of preschool education, health, child development and mental health and offered a comprehensive array of services to the child and the family. The High/Scope Perry Preschool project was developed by the Division of Special Services of the Ypsilanti School District, Michigan between 1962 and 1967. The project placed a higher emphasis on education than did Head Start. Follow-ups of project participants and a control group were conducted by the High/Scope Educational Research Foundation at ages 14-15, 19 and 27. This summary reports on the last follow-up, done in 1993.

POPULATION

The High/Scope Perry Preschool Program served 58 African American children, 3-4 years of age, from low-income homes and deemed at risk of school failure because of environmental factors and low IQ scores. The children participated in the program for approximately two years. In addition to defined classroom activities, teachers visited the children's homes weekly and had monthly group meetings with parents. The longitudinal study tracked participants and control group members until age 27. The study maintained contact with approximately 95 percent of the initial group.

Evidence of Effectiveness

High/Scope Perry Preschool participants at age 27, compared with members of the control group, had the following statistically significant findings (with less than a .05 probability of error):

- higher monthly earnings (29 vs. 7 percent earned $2,000 or more per month)
- higher percentages of home ownership (36 vs. 13 percent) and second-car ownership (30 vs. 13 percent)
- higher level of schooling completed (71 vs. 54 percent completed 12th grade or higher)

- lower percentage receiving social services at some time between ages 18 and 27 (59 vs. 80 percent)

- fewer arrests (7 vs. 35 percent having five or more arrests), including crimes of drug making or dealing (7 vs. 25 percent)

In addition, as measured on earlier follow-ups, participants, when compared to members of the control group, showed higher:

- scores on the Adult Performance Level Survey at age 19

- school achievement at age 14 as measured by the California Achievement Tests

- performance on the Stanford-Binet Intelligence Scale from age 4 through 7

When compared to women in the control group, women who attended the High/Scope Perry Preschool Program had significantly:

- higher monthly earnings at age 27 (48 vs. 18 percent earned over $1,000) because they had higher employment rates (80 vs. 55 percent)

- fewer children out-of-the wedlock (57 vs. 83 percent of births) and more program women were married at age 27 (40 vs. 8 percent)

- lower participation in special education programs (8 vs. 37 percent)

When compared to men in the control group, men who attended High/Scope Perry Preschool Program had significantly:

- higher monthly earnings at age 27 (42 vs. 6 percent earned over $2,000)

- higher percentage of home ownership at age 27 (52 vs. 21 percent)

- lower receipt of social services at some time between ages 18 and 27 (52 vs. 77 percent)

An analysis of criminal behavior between program participants and non-participants showed that:

- the mean number of arrests for participant males was 3.8 vs. 6.1 for non-participants

- the mean number of arrests for participant females was 0.4 vs. 2.3 for non-participants

- 12 percent of participant males had been arrested five or more times vs. 49 percent of non-participant males

- no participant females had been arrested five or more times vs. 16 percent of non-participant females

The average cost of the program per participant was $12,356 (in 1992 dollars) and the average amount of economic benefits was estimated at $88,433 per participant. Benefits included: savings on unneeded special education services, welfare assistance, the

"It is essential that we invest fully in high-quality, active learning preschool programs for all children living in poverty. Since the national Head Start program and state-funded pre-school programs now serve fewer than half of these most vulnerable of our children, the nation is ignoring tremendous human and financial potential."
Schweinhart, Barnes & Weikart, 1993.

criminal justice system process, and higher taxes paid by participants due to higher earnings. Savings by potential crime victims were calculated based on in-court and out-of-court settlements. The benefit-cost ratio of the program was $7.16 returned to the public for every dollar invested in the program.

Key Components

"The study now known as the High/Scope Perry Preschool Project was born at a time of great social change in America. The study was created in response to a recognized local situation of low performance in the schools and problems in the community among clearly identifiable poor children. It was executed by trained professionals who solved on a daily basis the theoretical and practical problems that arose, hoping to demonstrate that poor black children can break the cycle of poverty and reach for a decent life in an open society."

Schweinhart, Barnes & Weikart, 1993

The educational approach used in the High/Scope Perry Preschool Program is based on the work of Jean Piaget and views the child as an active learner. The main characteristics of the program are:

- a well-defined classroom program operating at least 12 ½ hours each week and relying on a plan-do-review routine
- developmentally appropriate practices that encourage child-initiated learning activities (the High/Scope Curriculum is used nationwide in many early childhood initiatives, including some Head Start programs)
- emphasis on language and literacy, social relations and initiative, movement, music, classification, numbers, space and time
- small groups to develop closer relationships between the teacher and the child (the teacher plans the materials but allows children to choose how to use them)
- circle time (the whole class meets together with an adult for about 15 minutes to play games, sing or exercise)
- supportive adults, both in and outside the school (school staff maintained intensive outreach to parents, including weekly home visits)
- a child-staff ratio of no more than 10 children per adult
- staff highly trained in early childhood education
- consistent staff supervision and training (use of a train-the-trainers system)

Contributing Factors

Empowering Children

In the High/Scope Perry Preschool model, the children were seen as active learners, continuously involved in a "plan-do-review" process. They were encouraged by supportive adults to plan their own learning activities, were offered a materials-rich environment to implement these activities, and had to report on results afterwards. The role of the adult was basically that of guidance and support.

Empowering Parents

Teachers visited parents at least once a week for approximately an hour and a half. The visits involved the child and the parents in discussion and modeling of the child's activities in the classroom. Monthly group meetings helped parents to understand their children's development and abilities. The focus was on helping parents to provide the necessary supports for their child to develop intellectually, socially and physically.

Empowering Teachers
Training and supervision were integral to the program and aimed both to improve the effectiveness of the program and support the teachers. A trained curriculum specialist provided teachers with hands-on workshops, observation and feedback. Currently, the High/Scope Foundation has a nationwide certified trainers program with systematic evaluation. Each High/Scope trainer works with an average of 25 teachers and assistant teachers.

STUDY METHODOLOGY

Of an initial group of 123 children who were eligible for the High/Scope Perry Preschool Program, 58 were randomly assigned to the program and the remaining 65 were assigned to a control group. Data were collected on both groups annually from ages 3 through 11, and follow-ups were conducted at ages 14, 15, 19 and 27. *Significant Benefits* reports on the follow-ups through age 27.

EVALUATION FUNDING

High/Scope Educational Research Foundation.

GEOGRAPHIC AREAS

The High/Scope Perry Preschool Program was located in Ypsilanti, MI.

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Note of Caution: *Although the High/Scope Perry Preschool Program has frequently been compared to Head Start programs, the two are different in approaches, costs and, most of all, size. The High/Scope Perry Preschool Program was a carefully designed and implemented five-year experiment with 58 African American children in a small town in Michigan. Since 1965, Head Start has served more than 16 million children nationwide. Children served by Head Start are from different racial, ethnic and cultural backgrounds and live in diverse communities. The High/Scope High/Scope Perry Preschool Study is a model of longitudinal research. A systematic evaluation of Head Start programs is yet to be developed. An analysis of both programs can be found in "Is the High/Scope Perry Preschool Better Than Head Start? Yes and No," Early Childhood Research Quarterly (1994), 9, pp. 269-287, by Edward Zigler and Sally J. Styfco.*

Predicting Employment

A Summary of: **FACTORS THAT PREDICT EMPLOYMENT FOR HIGH SCHOOL DROPOUTS, A Thesis in Workforce Education and Development**

May 1998, by Sterling Saddler (Thesis submitted for the Degree of Doctor of Philosophy, The Pennsylvania State University, Department of Adult Education, Instructional Systems, and Workforce Education and Development.)

Overview

Every year a large number of young people drop out of school without completing their high school education. This problem has major implications for both the individuals involved and society at large. Researchers estimate that each cohort of dropouts costs the United States over $200 billion in lost earnings and tax revenues. Dropouts have high unemployment rates, low annual average incomes, and are over-represented among the incarcerated population and welfare recipients. However, some dropouts are able to obtain productive employment and advance in life. This study analyzes data from the National Educational Longitudinal Study of 1988 (NELS:88) to identify factors that can predict future employment among high school dropouts.

POPULATION

The study used a national sample of 1,398 dropouts who were unemployed or had been employed for at least six months in 1993. Sixty-one percent were male and 39 percent female. Sixty percent of the sample was non-Hispanic white and 40 percent minority (African American, Hispanic, Native American and Asian/ Pacific Islander). Sixty-five percent lived in urban areas and 95 percent had no dependents. Ninety-five percent had obtained a work-related license and 59.6 percent had passed the GED or obtained a certification (job training, vocational education, etc.). About eight percent had parents with no high school education; for 26.1 percent the parents had finished high school; 40 percent had parents with some college, and one-fourth had parents with at least a college degree.

Findings

Data analysis showed that among high school dropouts:

- non-Hispanic whites are more likely to be employed than minorities (unemployment for non-Hispanic whites was 7 percent, for minorities 18 percent)
- males are more likely to be employed than females (93 percent of males were employed compared to 83 percent of females)
- obtaining a GED or similar certification increased the likelihood of employment (91 percent of all employed dropouts had passed the GED tests or obtained a certification)

- obtaining a job-related license also increases the likelihood of employment (89 percent of dropouts who had obtained a license were employed)
- residency (rural or urban) and presence of dependents had no practical significance
- race, gender, high school diploma/equivalence, acquisition of certification/license, and higher parental education were significantly related to employment rates of dropouts (at .05 level)

Key Issues

In 1996, 11 percent of all U.S. youth 16-24 years old had dropped out of school. Of these, 7.3 percent were white, 13 percent African American and 29 percent Hispanic. Dropout rates vary according to:

- race/ethnicity (Hispanics are 2.5 times more likely to drop out from school than African Americans and 3.5 times more likely than whites)
- geographic location (overall dropout rates on the West Coast are 14.7 percent, 13.5 percent in the South, 8.6 percent in the Northeast and 7.7 percent in the Midwest)
- family income (21 percent of dropouts are from low-income families, 11.3 percent come from middle-income families, 4.4 percent from high-income families)
- approximately 45 percent of dropouts had behavioral problems in school and had been suspended or were at-risk of suspension
- among female students, 40 percent dropped out because of pregnancy or marriage
- in 1994, 21 percent of high school dropouts 16-24 years old were unemployed
- the average annual income for dropouts working full-time in year-round jobs was approximately $6,000 lower than that for high school graduates and $10,000 lower than the income for those with an associate's degree

Contributing Factors

Work Preparedness

For dropouts, having a credential or a license is an important factor to improve the likelihood of being employed. Employers may see the credential/license as an expression of the youth's ambitions and desire to learn or as proof that he/she will be able to learn on the job.

More Job Training and Related Programs

All students must be encouraged to finish high school. No credentials or licenses replace the value of a high school diploma. However, despite all efforts in this direction, some students may still drop out. These students could profit from an increased number of programs that offer credentials, such as job training and vocational programs.

Competency-Based Instruction
Competency-based instruction is the design best suited for programs that aim to prepare students for the workforce. Instruction should be organized, sequential and individualized. Competency-based instruction can be implemented by listing a cluster of skills required on a specific job, writing competency statements for these skills, sequencing the skills, developing organized learning activities for each skill, testing the competencies and keeping accurate records.

Preparing All Students for Work
Early introduction of a vocational education program in school may encourage potential dropouts to stay in school. Obtaining special skills, such as those provided in work-based programs may help all students, even those planning to attend college. Research demonstrates that salaries are often more related to the skills or training required by the job than to the worker's degree.

STUDY METHODOLOGY

The study uses the National Educational Longitudinal Study of 1988 (NELS:88) third follow-up. This database began in 1988 with 25,000 eighth-grade students from 1,000 public and private schools. It contains data on students, parents, teachers and school principals and provides trend data about the transition of these students through school and into adult life. All dropouts were retained in the database. The third follow-up was conducted in 1994. The study uses descriptive and inferential analysis to determine the relation between participation in the labor force and demographic/social variables for high school dropouts.

GEOGRAPHIC AREAS

The NELS:88 is a nationwide database.

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Summary of Program Characteristics

Program	Focus	Findings	Key Components
ABACUS & ASHS (New York, NY) pp. 77-80	Pre-vocational training & GED preparation for students with limited English proficiency	Increased English proficiency Increased passing rates Increased attendance rates Increased SAT scores	English & native language instruction Career preparation and guidance Enrichment activities (e.g., field trips, guest speakers) Individualized planning and tutoring Flexible schedule Focus on cultural heritage Parent/guardian participation
Alliance for Achievement pp. 3-5	Increase the rate of low-income students who attend college	Increased enrollment in college preparatory courses Increased test scores in advanced math courses Increased number of advanced courses Elimination of track system	Partnerships of middle schools, high schools and postsecondary institutions Partnerships among schools, employers & community agencies Strengthen curricula with math and science courses Regular adaptation to local needs Holistic perspective Clear communication among partners High expectations
AmeriCorps (Hartford, CT) pp. 98-100	Community service in exchange for stipends & education award; focus on tutoring and helping elementary school children	Improved academic performance of recipients Provided needed services to communities Increased interest in teaching & volunteerism among participants	Meaningful projects that address local needs Long-term training and support for volunteers Clear goals & objectives guiding project implementation Broad funding support to ensure sustainability of project
AmeriCorps (State/ National) pp. 95-97	National service program for young adults; community services in exchange for stipends & education awards	More than 9 million people served Members showed gains in life skills	Stipends and education awards for full participants Meaningful projects that address local needs Long-term training and support for volunteers
AVID pp. 6-8	Increase the rate of underachieving students who pursue postsecondary education	Increased enrollment & completion rates of college preparatory courses Decreased dropout rates Increased enrollment in four-year colleges	Required enrollment in college preparatory classes Tutoring by college students Enrichment activities and classes on study skills Parent/guardian and community involvement Team teaching Teacher professional development and support

Program	Focus	Findings	Key Components
Beacons (New York, NY) pp. 112-114	Community centers offering a range of activities and services for participants of all ages	High level of participation Long-term participation Reduced risk behaviors among youth	Recreational activities Adult education classes On-site social and community services Educational enrichment activities (e.g., homework help, reading groups) Sense of belonging and safety
Boys & Girls Clubs of America pp. 115-118	Forming healthy partnerships between school-aged children in public housing and concerned adults; provide after-school educational assistance and enrichment	Reduced local drug and criminal activities Decreased property destruction Increased family involvement Improved school attendance Increased test scores in math, science, social studies & English Increased average GPA	Safe place away from the streets Tutoring and mentoring Comprehensive programs (e.g., health & fitness, drug & pregnancy prevention) Community service Interaction with caring and knowledgeable adults Parent/guardian participation Structured weekly after-school schedule (reading, writing, required homework) Trained staff and volunteers
Career Academies (CA) pp. 9-11	Prepare youth for postsecondary education & employment through career-focused high-school model	Increased graduation rates Increased college enrollment High scores on measures of preparedness for college	School-within-a-school (low student-to-teacher ratio) Integration of academic/vocational curricula Well-structured curriculum with high standards Career-centered theme Partnership with employers Paid summer internships
Career Academies JROTC pp. 12-14	Integrate academic and vocational education around a career theme, including the Junior Reserve Officers Training Corps program	Increased GPA Lower absenteeism rates Lower dropout rates Increased number of credits earned	School-within-a-school Rigorous academic core Vocational curriculum centered on a career theme Employer involvement in designing curriculum Paid summer internships One-hour weekly course (e.g., civic values, responsibility and leadership) Extracurricular activities (e.g., drill team exercises, summer camp)

Program	Focus	Findings	Key Components
Community Schools (New York, NY) pp. 15-17	Combine academics with comprehensive services for youth & families in a full service school model	Improved attendance rates Foster parent/guardian involvement Full health coverage for students Positive environment	Open extended hours and weekends Medical, dental, eye care & mental health services on site Child care & parenting training classes Career counseling & mentoring Career-focused courses and college transfer courses Parent/guardian participation Community needs assessment Community involvement
CS^2 (MA) pp. 70-72	Promote school reform by mobilizing resources to generate & support locally-adopted ideas	Increased homework grades and test scores Expanded school-to-work (STW) initiatives Increased participation in STW	Promote career development programs Basic skills instruction Employer & community involvement in schools Support for students (e.g., tutoring, liaison with community agencies) Staff development Role of intermediary organizations Community-based approach
¡Espanol Aumentativo! (Houston, TX) pp. 81-83	Year-long transitional program for Hispanic students at-risk of dropping out of school	Increased test scores Improved English literacy Increased attendance rates	English & Spanish instruction Bilingual instruction in content areas Computer and Internet training Parent/guardian participation (including home visits) Professional development Dedicated staff/caseworker
4 -H (Kansas City, MO) pp. 109-111	Improve the lives of urban youth living in public housing projects	Increased attendance rates Increased grade point average Improved classroom behavior Improved home behavior Reduced illegal activities in the community	Employment of local residents as site directors and mentors Regular staff development and evaluation Parent/guardian, school and community involvement Customized curriculum and enrichment activities Hands-on instructional approach and mentoring Recognition for school attendance, academic performance & behavior Caring, knowledgeable adults Holistic approach

Program	Focus	Findings	Key Components
Girls, Inc. pp. 131-133	Help young women to make informed decisions related to sexual behavior	Postponed sexual intercourse Increased preventive measures	Age-specific programs with early intervention (9 to 18 years old) Workshops for parents & daughters to improve communication Assertiveness training, education and career planning Linkage to community-based services Parent/guardian and teacher involvement
Head Start pp. 154-157	Provide low-income children aged 3 to 5 with health and educational supports	Temporary improvement of vocabulary test scores Improved passing rates Improved immunization rates	Programs tailored to local needs Intellectual & social development Physical, mental health & nutrition services Parent/guardian participation (including home visits)
High/Scope Perry Preschool (Ypsilanti, MI) pp. 158-161	Provide educational enrichment to low-income minority children 3 to 4 years of age (27 year follow-up)	Higher monthly earnings Higher home ownership rates Higher level of schooling Less social service dependency Lower arrest rates	Structured and intensive program Age appropriate activities and individualized attention Language, literacy, social development, music & arts Low child-to-teacher ratio (10 to 1) Parent/guardian participation On-going professional development and supervision
Hoke County High School (NC) pp. 18-20	District-wide reform supported by *High Schools That Work*	Increased number of students taking algebra & geometry Increased completion rate of recommended academic core Increased scores on reading, math & science	High expectations for all students and extra support Replacement of low-level by high-level courses Block schedule with more time for lab work Strengthening career guidance and work-based learning Partnership between schools and employers Teacher professional development and decision-making participation Financial support for professional development
I Have a Dream (Chicago, IL) pp. 21-23	Offers college scholarships to students who graduate from high school; academic and other supports begin in the sixth grade	Increased high school graduation rates Increased college enrollment rates	High expectations and long-term supports Enrichment activities (e.g. museums, field trips) Tutoring, mentoring Support in job search and placement Long-term personal relationships/ building social trust Focus on peer support to build and maintain prosocial behavior Linkage to existing community services Financial support to attend college

Program	Focus	Findings	Key Components
KAPOW pp 24-26	Teach elementary school children about workplace skills and career	Increased awareness about different careers Increased awareness about the importance of school	Annual visits to work sites with hands-on projects Monthly classroom visits by employer volunteers Hands-on instructional methods Strong partnership between schools and employers Training of teachers and employer volunteers Flexible implementation and curriculum
Learn & Serve America pp 101-104	Involve school-aged youth in community service and structured learning experiences	Increased test scores in math & science Increased grade point average Reduced likelihood of arrest & pregnancy Provided needed services	Meaningful services that respond to community needs Strong academic curriculum Structured time to reflect on experience Well-designed initiatives Mutual benefits for participants and recipients Cost-effectiveness
Multisystemic Therapy pp 123-126	Community-based treatment for youth offenders, their families and the communities	Decreased re-arrest rates Increased family cohesion Decreased peer aggression	Intensive individualized treatment plan Home-based and school-based interventions Low staff-to-client ratio Cost-effectiveness
National Guard Youth ChalleNGe Program pp 27-30	Provide dropout youth with values, life skills, education and self-discipline	Increased reading and math levels High retention rate Reduced likelihood of arrest Increased GED-completers	Five-month residential phase Focus on academic and vocational education Leadership development Assistance with job placement/school applications Long-term on-job and in-school supports through mentors
New American Schools pp 31-35	Promote school reforms through new whole-school designs	Increased attendance rates Increased academic performance Decreased disciplinary infractions	High standards Emphasis on hands-on methods Careful design and implementation Staff development and support Works best with consistent, stable leadership
Project CRAFT pp 127-130	Promote reintegration of juvenile offenders into the community	Decreased recidivism rates High program completion rates High employment rates High hourly wages	Intensive academic and work-based learning Industry-validated pre-apprenticeship certificate Job placement assistance & follow-up Connect participant needs to community needs Youth as resources philosophy Case management/referral to community services Partnership with business associations

Program	Focus	Findings	Key Components
Project PRISM (New York, NY) pp. 84-86	Math/Science and pre-engineering program for Chinese students with limited English proficiency	Improved English and native language proficiency Increased math & science grades Increased attendance rates Increased college enrollment rates Low dropout rate	English & Mandarin classes; bilingual education in content areas College-level courses, tutoring, extra-curricular and cultural activities Parent/guardian participation (e.g., home visits, English classes, workshops) Community participation (e.g., community newspaper, cultural activities) Teacher professional development
ProTech (Boston, MA) pp. 36-38	Connect high school students in career-pathways programs to paid internships	High employment rates High hourly wages Increased certificate or degree completion	Clustering of students in rigorous math and science courses Seminars of work readiness preparation and career exploration Several weeks of rotations in workplace (juniors) Part-time/full-time internships (juniors and seniors)
Safe Havens: B&GCAs, Girls, Inc. and YMCAs pp. 119-122	Promote healthier life styles for youth and serve as building blocks for a balanced adult life	Promote social support Engage youth in healthy and challenging activities Provide safe environment	Educational activities, homework help, health and life skills education Leadership activities and a role for youth in decision-making Community service Responds to local needs Caring, knowledgeable adults Youth as resources philosophy Challenging and interesting activities Sense of belonging and safety Low staff-to-youth ratio
School-to-Work (National) pp. 43-46	Improve the transition from school to postsecondary education and/or productive careers for all students	Increased student & employer participation Expanded programs Diversified & expanded work-based opportunities	Focus on academic & work-based learning Connecting schools to community Build partnerships between schools, business & labor Employer participation Incremental growth Staff development
School-to-Work (NY) pp. 47-49	School-to-work initiatives in New York State	Increased number of students taking advanced math & science Improved attendance rates Improved job quality for students	K-12 implementation of STW concepts High expectations & standards Close relationships with state Tech-Prep program Collaboration between secondary & postsecondary faculties Employer participation

Program	Focus	Findings	Key Components
Success for All/ Exito para Todos pp. 90-92	Prevention & early intensive intervention in potential learning problems of elementary school students	Increased reading levels for participant students independent of level and native language	One-to-one reading tutors Reading groups according to performance level Coordination between ESL and regular teachers Linkage to comprehensive services (e.g., health, mental health, nutrition) Parent/guardian participation (family support teams) Full-time program facilitator at each school
Tech-Prep (National) pp. 50-53	Improve postsecondary and career opportunities for youth	Expansion of Tech-Prep programs	Articulation agreements between schools & two-year colleges A 2+2 or 2+4 design with a common core curriculum Integrated academic and work-based learning, hands-on instruction Collaboration between secondary & postsecondary faculty Preparatory & supporting services Employer & labor involvement Focus on career guidance
Tech-Prep (TX) pp. 54-58	Tech-Prep initiatives in Texas	Increased academic performance Decreased dropout rates Increased graduation rates	High academic standards Quality implementation of Tech-Prep components
Teen Outreach Programs pp. 134-136	Focus on preventing pregnancy and improving academic performance	Reduced course failure Reduced suspension rates Reduced pregnancy rates	A service-learning component that addresses individual interests Classroom component Discussions connecting classroom and life experiences Positive peer and adult relationships Holistic focus
Teenage Parent Demonstration pp. 139-142	Improve the economic self-sufficiency of teenage parents depending on welfare	Increased employment rates Increased monthly earnings Decreased AFDC/food stamps payments	Thirty hours/week of education, training and employment Workshops in personal and employment-related skills Career counseling Referral to community agencies (job training and placements) Child care assistance Financial assistance for transportation and related expenses

Program	Focus	Findings	Key Components
Turner Technical High School (FL) pp. 59-62	Provide inner-city youth with high academic and technical skills	Improved attendance rates Increased scores in state tests Increased number of students who received academic scholarships Decreased dropout rates	Career academy model High expectations and standards "Two for one" (high school & industry certification) diploma Teamwork (teachers & students work in teams) All students involved in academic & work-based learning Teacher participation in decision-making Employer & industry participation
Union City School District (NJ) pp. 63-65	District-wide educational reform and technological enhancement	Decreased student mobility rate Increased standardized test scores Improved writing skills	Comprehensive curriculum reform Infusion of technology with electronic connection between schools & homes Cooperative learning and team teaching Active participation from employers Financial support from employers and school district Collaboration among students, teachers, parents & community Training of teachers, students and parents Block scheduling
WAY Scholarship (NY) pp. 73-75	Long-term job training and support for youth at Children's Village Residential Treatment Center	Decreased dropout rate Increased school completion rates Increased college enrollment rate	High expectations for all youth Long-term counseling and supports with follow-up Emphasis on school success & work experience Positive peer culture Life skills training Caring, knowledgeable adults Matched savings plan
Youth as Resources (IN) pp. 105-108	Empower youth to prevent crime and build safer and more caring communities	Improved attitude Developed personal and work-related skills Provide needed services to communities	Youth as board members and decision makers Provision of small grants for youth-designed and implemented projects A system to recognize and celebrate positive youth contributions Ongoing training and monitoring Adult support
Youth River Watch (Austin, TX) pp. 66-68	Dropout prevention program with a work-based component	Increased GPA Decreased dropout rate Increased passing rates Maintained water quality	Reality-based learning (use of academic knowledge to perform work-related tasks) Community service with clearly identifiable results

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